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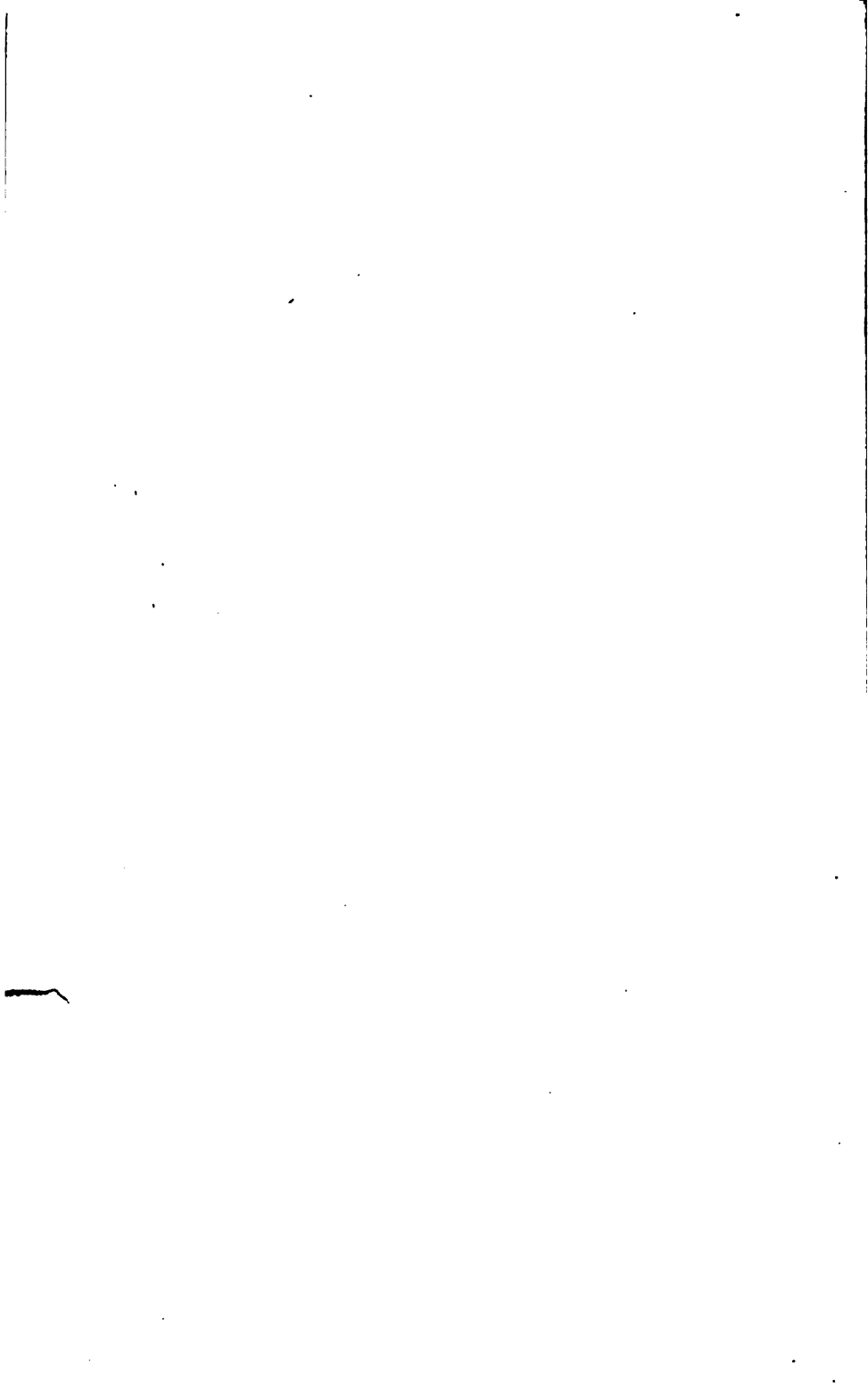
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### THE SCHOOLS OF SCOTLAND.

BY HENRY M. JAMES.

The superior intelligence of the people of Scotland, which has long been recognized, is largely due to her old system of parish schools. In the general breaking up of the Catholic institutions at the time of the Reformation, while the greater part of this property went to the crown and greedy nobles, Knox and his friends, with far-seeing wisdom, secured a portion for a permanent fund for the education of the people. Though this was not sufficient for the maintenance of the schools, it served for a nucleus, stimulating further legislation, and finally led to the establishment of the parish school system,—in its time the most complete in Europe. The effect of these early Scottish schools has caused much comment. Macaulay and Froude have attributed to them the remarkable influence of the Scottish people on the thought and life of the world. The keenness and vigor of the Scottish mind is extraordinary, and this is something one need not cross the ocean to discover. One rarely finds Scotchmen with indolent bodies or sluggish minds. They are usually earnest and active, and this with their wide-awake intelligence has been mainly ascribed to these parish schools.

According to the standards of the present day, these schools were not of high order. In aim, organization and conduct, they differed widely from the present graded schools of America, re-

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sembling more nearly the early schools of New England. The curriculum included the elementary English branches, and when the conditions were favorable, enough of mathematics and the classics to prepare boys for the universities. While the importance of mental training was recognized, the chief object was to strengthen the cause of religion by enabling the common people to read the Holy Scriptures. Not only were religious exercises conducted in the schools, but systematic instruction in religion was a part of every day's program. The schools were established in every parish; they were under the control of church officers by whom the teachers were appointed and to whom alone they were responsible; and the teachers were often young ministers who in connection with their school work performed certain duties in the churches. Naturally and very properly they came to be regarded as religious institutions.

These schools were established when Scotland had no large cities,—when Glasgow, Edinburgh and Dundee gave little promise of their present population. But in time it became evident that in many localities, and especially in the great cities, a large juvenile population was neglecting school, and many were growing up without education. The Scottish mind was not slow to comprehend the tendency of this condition of affairs. It was well understood that the choice lay between schools and training for the young on the one hand, and crime and prisons for the old on the other. Large brained philanthropists gave themselves to the study of this important problem, and in the discussion public opinion made some progress. Large hearted noblemen and merchants gave of their means to found schools and encourage the youth to acquire knowledge. But these efforts failed to reach the class most needing attention. Then under the lead of such men as Drs. Chalmers and Guthrie ragged schools were opened for the poor and depraved; but these, while accomplishing much, failed to reach more than a fraction of the lowest class. It became evident that compulsory education was necessary, and compulsory education involved the establishment of the public school. To be effectual the public school must be virtually free, and it was easy to see that a public free school would extinguish or greatly weaken the parish schools to which Scotland owed so much. The discussion that followed was long and earnest. On one side were arrayed those who, anxious for the welfare of the country, desired to carry the blessings of education to every boy and girl in Scotland. With them were

some, undoubtedly, who were hostile to the church and hoped to break its influence. On the other side was the immense power of the churches, reluctant to relinquish the religious training of the young, the excellent fruit of which was so abundant, and turn over all education to the secular power. This was a contest not peculiar to Scotland; it is now being waged in many christian lands. Ecclesiastical influence in this sturdy kingdom was strong, and for many years it prevented the proposed legislation, but it was impossible to escape the inevitable, and in 1872, by parliamentary enactment, a state system of education was established.

In the United States all legislation is general and binding wherever the flag waves, but the British Parliament, like our state legislatures, enacts laws of a purely local character. So this Education Act of 1872, though passed by Parliament, has no force outside of Scotland. By it an education department was established with headquarters in London, but with jurisdiction limited to the northern kingdom. It provides that boards of education shall be created in every municipality, borough and parish in the realm. Crown officers are appointed to see that the law is complied with, and liberal grants of money, conditioned on certain results, are made to encourage a high degree of proficiency. School attendance is made compulsory for all children between the ages of five and thirteen,—not for twelve weeks in the year merely, as is required in some of our states,—but for as long a period as the schools are in session. In needy cases, pupils who have completed the work provided for the seventh school year, which they usually do at twelve years of age, are permitted to be regularly absent from school, but no person is allowed to employ a child under fourteen who has not completed this amount of work. In extreme cases, where children under fourteen have not attained to the required scholarship and are compelled to assist their parents, the school board after investigation may allow them to attend an evening school provided for such cases. Only one such school is maintained in this city, though several are supported for those above the age of thirteen.

The Education Act provides that reading, writing, composition and arithmetic shall be taught to all, prescribing a minimum standard for each year's work, and making more rigid demands of the boys in arithmetic than of the girls, and that sewing and knitting shall be taught to the girls of every grade. By liberal grants it also encourages higher education to such a degree of proficiency as

is required for entering the universities. Much discretion is allowed individual boards in the matter of instruction. While no grant from the government is allowed anywhere for religious instruction, it is usually if not always made a prominent feature. In this city the first half hour of each day is devoted to a systematic study of the Bible. A course of graded lessons is arranged that gives definite work for every grade, and in quality this instruction is not surpassed by that in any other subject taught in the schools. The law designs that every child in Scotland between the ages of five and thirteen shall attend school with as much regularity as his health will allow, and be prepared to enter active life with at least a good elementary education. Like other British laws, this is made to be observed, and it is doubtful if there is one American city that can show so large and punctual a school attendance as may be seen in the city of Edinburgh. I am informed that every city and town in Scotland does as well. Free and compulsory public education was new in this country nineteen years ago, and many obstacles had to be overcome before it could become fully established. Rooms and equipments had to be furnished, teachers provided, and the public mind had to be brought to accept many innovations; but if one is to judge from the schools of this city, the reform has been carried forward with great energy, and extraordinary success has been achieved. With the better results that must come when the system has been a longer time in operation, there is small likelihood that the Scottish people will lose the high rank they have held in the intellectual life of the world. To an American familiar with much slipshod school legislation and the happy-go-lucky style of school attendance so common throughout his country, these earnest and thorough-going measures of the Scotch people suggest some disagreeable reflections.

#### THE BOARD SCHOOLS OF EDINBURGH.

Although the public or *Board Schools*, as they are called, are not the only ones, they constitute the largest part of the educational system, and as those of Edinburgh may be taken as a fair representative of this class of schools throughout Scotland, it may be interesting to notice them in detail.

Of the 46,000 children in the city (I use round numbers) between the ages of five and thirteen, 26,000 attend the board schools; 10,000 attend parish and other schools under government inspection and receiving national aid; and 10,000 attend the *merchant* and other endowed schools which charge a rate and are

independent of government inspection and grants. The number attending the board schools increases from year to year, while in the others it remains nearly the same. The daily attendance in these schools up to the middle of October was over 1,100 greater than it was a year ago. This seems partly due to the better facilities offered by the Board from year to year, and partly to the better standing of the schools in public esteem.

The school houses in general are respectable and some are even good, though none of them would compare favorably with those in America. Like every other house in the city, they are built of stone, but while substantial they are not as large, airy and well-lighted as those on the other side of the ocean. The grounds are so small as to be covered with flagging at a small expense. The rooms are small, judged by the American standard, and seated in tiers, rising as they approach the rear. The furniture is inferior in style and quality. Instead of the single or even the double seat and desk, from four to seven pupils invariably occupy the same form. The supply of blackboard is very meager. In no room have I seen more than two square yards, and usually, even in primary rooms, there is less than one. This inferiority of furniture and blackboards is general. The most amply equipped merchants' company schools show the same deficiency.

The rooms are crowded to a degree that seems cruel. The average number of pupils to a teacher is from eighty to one hundred in daily attendance. I have seen a primary school with one hundred and fifty in a room, and have visited a school where two teachers, each with seventy boys of the fifth and sixth years, worked simultaneously in a room not too large to accommodate fifty pupils properly. In the practice departments of the training colleges even a worse state of affairs exists. This crowded condition of the schools is relieved to some extent by the employment of *pupil teachers*,—a feature of the Scottish schools that will be explained further on. There are nearly as many of these as there are of the regular teachers, and allowing their services to be as valuable, the average attendance to a teacher would be reduced to about fifty. But, unfortunately, this allowance cannot be made. Under these circumstances it would be impossible to secure good results unless teachers of superior ability were employed, and there are many such in these schools. None are employed who have not made a fine record elsewhere, or who are not among the best of the graduates of the training colleges. A teacher of infe-

rior ability would make a conspicuous failure in a short time if put in charge of eighty or one hundred pupils. Those who pass through the training colleges are thoroughly tested before they become eligible to positions. They enter the rank of pupil-teacher on a competitive examination; they serve in that capacity three or four years, doing the actual work of the school under the eye of an experienced teacher; another examination is required at the close of this period before entering the training college; then after a two years' course, one of which is spent in practice under a critic teacher, another examination is required before graduation. If with all these tests a board selects a poor teacher from a class that offers two or three times as many as there are vacancies to be filled, there is no excuse. The skill of these teachers is excellent and their earnestness extraordinary. A large number of men are employed whose scholarship and ability are deserving of notice. Many of them, graduates of the universities and thoroughly cultured gentlemen, are employed in teaching fourth and fifth year pupils. The head-masters are men of ability, scholarship and experience.

Certain features of the instruction give an unpleasant impression. With so large schools, there is small opportunity for individual teaching. The child seems to be lost sight of in the absorbing importance of the class. There is a tendency in the instruction, examinations and promotions to consider the class rather than the individual. There is more pouring in than drawing out. And with a hundred children before a teacher, or with one or two other classes at work in a room, it is so important to be heard that the softest tones of voice are not likely to be cultivated. In some of the best schools vigor of voice is unpleasantly noticeable in both teacher and pupils. But these faults are attributable to the size of the schools. If they were reduced to a reasonable limit these same teachers would become models in these particulars.

Another feature that impresses me unfavorably is the terror of the annual examination. Everything in the school is measured by the annual visit of Her Majesty's Inspector. Some time in the year this terrible being,—this monster with a hundred eyes,—visits every school and subjects every room to a critical examination. If the classes do well they are advanced to a higher "standard," and the reputation of the teacher and head-master is secure. But otherwise, the government grant is withheld, and ruin and wretchedness stare all in the face. This creates an anxiety on

the part of everyone in the school, that interferes with the best work. One can hardly remain an hour in a school and not hear a reference to the "Inspector" that betokens a dread of his visit. This, of course, brings evil as well as good results. It fosters a kind of teaching that develops the memory rather than the reasoning powers, and produces what in the United States as well as in Scotland is nicknamed *cramming*, instead of a harmonious development of a child's faculties. The great size of the schools unquestionably aggravates the trouble.

The course of study is liberal and progressive. It begins with the kindergarten and includes besides the common elementary branches, vocal music, English and Scottish history, book-keeping, drawing for boys, sewing, knitting and cooking for girls, some primer work in science and literature, algebra to quadratic equations, plane geometry, and for the brighter pupils during the last two years, Latin, Greek, German and French. No pupil is expected to take all of these languages. The industrial work is thoroughly systematized and admirably taught. It comes under the scrutiny of the inspector and the results are satisfactory to a high degree. The work in vocal music is of a superior quality. Several teachers are employed and the work of some of them is especially fine. An additional year is allowed in some schools, for those who have completed the "Sixth Standard" or eighth year's work, to give further opportunity for the more advanced work; so that the entire course includes nine years, and in this time the best scholars may, with one more year, prepare for the universities.

It seems strange that even bright children, entering school at five years of age, can in a nine or ten years' course master the elementary branches and acquire enough of mathematics and the languages to enter a respectable university, and I am unable to explain the fact on any other ground than that the standard of admission to these renowned institutions is not as high as to the better class of American colleges. And it may not be understood how so much time can be found in an elementary course for the study of branches belonging to the secondary schools. This saving of time comes mainly from giving much less time to arithmetic, geography and technical grammar than is given in America, where these three branches are made the leading studies for so many years. In arithmetic the work is limited to the fundamental rules, denominate numbers, fractions, proportion and interest.

The work in all these subjects is simple, with more mechanical and less concrete work than is required in America. In geography the work is simple and general. Instead of teaching the details of local geography, the children are taught how to use a map. Even teachers are required to study no more than the geography of the British Empire. Intelligent Scotchmen, including teachers, know as little of the location of our states as Americans know of the English and Scottish counties, and beyond two or three of our rivers and cities they know next to nothing. The intricacies of English grammar are not made the subjects of study in the schools beyond what can be comprehended by children ten or eleven years of age. Training in language comes more through the study of Latin, French and German, which are begun after the sixth school year. This gives much room for secondary studies, and thoughtful Americans may well ponder whether this order and arrangement of studies is not better than their own.

The religious instruction, which occupies half an hour each day, is earnest and impressive. Judging from what I have seen, few teachers discharge this part of their duties in a merely perfunctory way. Many enter into the spirit of the subject and teach in a manner that would be an inspiration to any company of Sunday School teachers, very few of whom treat religious truth so effectively. The scheme of lessons as arranged includes the historical portions of the Bible and selections that inculcate reverence for God, and love for mankind, a regard for virtue and an abhorrence of vice, with the memorizing of extracts of especial sweetness. The law requires that this lesson shall be the first or last exercise of the day's program, so that any parents whose consciences are troubled in consequence of this kind of instruction may have their children excused from attending it. Very few, however, ask for this indulgence.

The discipline is surprisingly good considering the size of the schools. The pupils are sometimes noisy, but I have seen but little confusion or inattention. From the fourth to the seventh year the sexes are separated, but before and after that period they are taught together. This separation has its influence on the discipline. To maintain control over so large numbers the teachers are obliged to assume an air of severity in manner and speech not altogether favorable to moral sunshine, and apparently there is not that sympathy between teachers and pupils and that interest in the children's welfare that are essential to a perfect school. We all



know that an atmosphere of kindness and sympathy is a more potent agency in moral instruction than the memorizing of all the major and minor prophets, and all the genealogies from Adam down. But if this criticism is deserved, the fault would largely, if not entirely, disappear if the number of teachers were doubled.

It is the intention of the Board to pursue a liberal financial policy. The schools are free in every particular, all needful supplies, *including books and stationery*, being furnished as well as the tuition. While a large grant is made by the general government for the support of the schools, a still larger amount is raised by local taxation. The rate would be considered liberal in the United States. Compared with other wage earners, the teachers receive good compensation. The salaries of female assistants range from 65 to 100 pounds; of male assistants, from 85 to 120. First assistants, male and female, receive from 130 to 200 pounds, head-masters from 230 to 420. Within these limits the salaries depend on length of experience and, in case of head-masters, on the size and rank of the schools. The salaries of special teachers—music, sewing, cooking, etc., correspond fairly with the others, varying somewhat with the work to be done and the rank of the school. Considering the cost of board, clothing and other necessary expenses of living, these salaries compare favorably with those paid in American cities.

#### PUPIL-TEACHERS.

The position of the pupil-teacher has no counterpart in the American schools. It was a creation of the Education Act and is general throughout the kingdom. Local boards have authority to make such modifications as will meet their special needs. In this city the most capable boys and girls of the two highest "standards," as shown by examination and general standing, whose age is not less than fourteen and not more than sixteen, may be apprenticed to the School Board for a term of four years, an elaborate written contract being made between the Board and the father or guardian of the pupil. In this contract it is stipulated that the pupil shall serve the Board from three to six hours a day under the direction of a regular teacher, and receive instruction five hours per week in such branches as are required for admission to the teachers' training colleges. In this period of apprenticeship they are required to do such work as they can under the guidance of the regular teacher, beginning with what is easy and proceeding to that which is more difficult, till they become familiar

with all the work of the school. The girls are paid 12 pounds 10 shillings for the first year's service, and the boys 17 pounds 10 shillings, which amounts are increased 2 pounds 10 shillings for each year of service. If at any time the apprentice comes to be regarded as a failure in the work, or any other sufficient cause arises, dismissal may follow. After serving this apprenticeship, and completing the course in the training college, only the most successful can hope for a regular appointment in the schools of Edinburgh.

It is plain that this singular feature of the Scottish schools has advantages and disadvantages. Those who acquire their preparation in this way are not mere theoretic teachers, as are the graduates of many normal schools, and they are exceptionally well qualified for the work they have to do when they return to the schools in which they have had so much previous training. On the other hand, there is serious objection to giving any part of the instruction of children into the hands of boys and girls only fourteen or fifteen years of age. It impresses a visitor as rather extraordinary to see these lads and lasses in children's clothes exercising the functions of the teacher. The plan, however, suggests a solution of a difficulty not unknown to American school boards, of being compelled to conduct the schools with insufficient means.

#### THE NON-BOARD SCHOOLS.

Although the schools established under the Education Act of 1872 were intended only to supplement the existing system of parish schools, they virtually superseded them. But this was not done in all cases. The intention of the act was to give every child in Scotland an education, and it was not an effort to bring all secular instruction under civil control. If any community preferred to continue the parish school, it could do so and receive aid from the general government, provided it would submit to the examinations of Her Majesty's Inspectors and conform to the requirement of the Education Department. But such schools could in no case receive any money derived from local taxation. In this way a heavy financial burden was laid upon the church people if the parish school was retained. But if they would surrender this control and management to the Boards they might be relieved of this burden; but the schools would then fail in a large measure to accomplish the objects for which they had been established. As the boards chosen by the Scottish people were likely in nearly

every case to incline strongly to the Presbyterian faith, the members of this denomination were less reluctant to surrender their parish schools. But for Episcopalians and Catholics the case was not so favorable, and these churches have preferred to continue their schools, submitting to a heavy self-imposed tax for their maintenance. For special reasons, a few Presbyterian schools have also been continued. Some have a partial endowment which would be forfeited if the school should pass from under church control. Some are in neglected parts of the city, and were established for benevolent and religious purposes, and the same disinterested spirit that prompted their planting and support for so many years, still favors their continuance. Some parishes also are distrustful of the religious instruction in the Board schools and prefer a more distinctively religious education. There are also a few private schools with a small endowment, some of which are large and well conducted, which charge a small rate, but submit to the examinations of Her Majesty's Inspectors in order to secure the government grant. Of the 10,000 children in these non-board schools, about one-third attend Catholic schools, one-fourth Episcopal, one-fourth Presbyterian and the rest non-sectarian. As has already been stated the Board schools continue to gain in favor and attendance from year to year, and one after another of the non-board schools is closed.

The instruction in most of these schools is of an inferior quality. Nearly 2,000 of these children are taught in the practice departments of the training colleges, all of which are under church control. The facilities for instruction in these institutions are not what would be considered satisfactory in schools of a similar character in the United States. In some of the parish schools, which are simply the ragged schools of which all have heard, the standard of secular instruction is altogether inferior. The teachers are poorly paid and only a low order of talent can be employed; and all of these schools lack supervision, and the stimulus that comes from the spirit of emulation so easily roused in a large system of schools.

As each of these non-board schools is under an independent management, the courses of study are not uniform. All that is essential is that each teach enough of the elementary and industrial branches to meet the requirements of the Education Department and secure the government aid.

## THE ENDOWED SCHOOLS.

By far the best schools in the city are those with a large endowment. These seem to constitute a class by themselves. They are few in number but very large, having an attendance of 10,000 children. They do not submit to government inspection as they do not need government aid. Their well-known high character puts them beyond any suspicion of negligence or superficiality. Most of these schools are under the control of "governors," as they are called, appointed by the merchants' company, a body corresponding to an American Board of Trade. The funds from which the schools derive their support have been accumulating for many years, the larger part having been given more than two hundred years ago. Though the assured income is large, it is not sufficient to make them free, and a charge for tuition is made of from two to twelve pounds per annum. This answers the double purpose of fixing a limit to the attendance and excluding the poorer classes. They thus become the schools of the rich, though some attend who find it hard to pay the required tuition. The well-to-do classes come to feel that there is a certain degree of odium attached to patronizing the free schools. An uninformed stranger innocently asked the charming wife of a prosperous professional man if her little daughter attended the public schools, and discovered from her embarrassed look that he might as well have inquired if the child's beautiful clothes were the gift of some benevolent society. Social distinctions are more clearly defined in Scotland than on the other side of the ocean, and the public school encounters difficulties not so hard to overcome in America. A visit to these merchants' schools shows very readily the class to which the children belong. Their manners, bearing and attire are convincing proofs of their high social standing. The poor boys and girls from the Cowgate and Canongate, barefooted even in December, would feel illy at home with these sons and daughters of the rich and aristocratic. It is a pity that the funds of the board schools are not sufficient to make them as good as these that are endowed. Herein lies the glory of the American public school system. The children of the poorest and those in the most neglected neighborhood have as good opportunities for education as the sons and daughters of the high-born and wealthy.

The revenue from all sources for the support of these schools is large. The George Watson's Boys' college, with an attendance in all departments of sixteen hundred pupils, costs its governors

18,000 pounds per annum, of which 10,000 comes from the endowment and 8,000 from tuition. This is four times the amount the Board spends on the same number of pupils. With these ample funds good salaries are paid, masters receiving from 350 to 450 pounds, and governesses from 100 to 200. They thus secure the best teachers and all that are needed. None of the classes are crowded, the numbers ranging from twenty to fifty, depending on the age of the pupils and the subject taught. The primary has larger classes than the senior department, and classes in history and literature are larger than those in physics and chemistry. I have intimated that the *personnel* of the teaching force is superior; I have never seen a body of teachers composed of more polished or cultured ladies and gentlemen. It is a priceless blessing for children to come under the influence of such refined and scholarly instructors. The unconscious tuition of such is a power in education never fully appreciated. Besides the endowments, wealthy friends have also provided a large number of bursaries and foundations for meritorious students, so that those of first-rate ability but in indigent circumstances may enjoy the advantages of the schools notwithstanding the unfavorable condition in which their lot has been cast.

The course of study in these institutions is both liberal and practical. In most of them the course is complete in itself, the school having all the classes from elementary to senior. They aim to give such an education as becomes a Scottish lady, or fits a gentleman for business or the university. The course in all the schools is ten years, though some remain two years after the regular course is completed. As most of the children enter at six, they are through at sixteen or eighteen. The boys have a uniform course for the first six years, in which time they acquire a fair knowledge of the elementary branches, including vocal music, and three years of Latin. At that point two courses are open,—a commercial and a classical. The former drops Latin and takes French and perhaps German, and such other studies as are especially advantageous to a man in business, including short-hand and book-keeping, with more advanced mathematics and elementary instruction in some of the sciences. Those in the classical course continue the Latin and take Greek and French and perhaps German, preparing for the second year in the universities, from which they have many times carried away the highest honors. This they have also done more than once at Oxford and Cambridge. In the girls

schools there is only one course. French is compulsory, beginning with the fourth year. Latin and German are optional, and if taken begin with the seventh year. Plain and fancy needlework, dancing and piano are included in the course of instruction. Violin instruction is optional.

It is unnecessary to say that, here too, much less attention is given to arithmetic, technical grammar and geography than in America. Less also is done with the high school sciences. It cannot be claimed that this ten years' course is as comprehensive as that in American schools of twelve years, but there is something very gratifying in the thorough work done in the languages. Few American schools teach them as well. The excellence of the rendering of English into Latin, Greek and French is very striking. I do not discuss whether this or the American order is the better, but when their school days are over and a few more years have passed, many Americans who have graduated with honor from the high school, would gladly exchange the results of the long grind in mathematics, and the mere taste they once had, but have forgotten, of a group of sciences, for a training of seven years in Latin and six in French and German.

I suppose no schools in the world have a finer record than these endowed schools of Edinburgh. It was in these and others like them that the great Scottish thinkers acquired their rudimentary training.

*Edinburgh, Scotland, November 27, 1891.*

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### THE GOLDEN MEAN.

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C. S. COLER, COLUMBUS, O.

There is hardly a recognized principle of philosophy, religion, or education that has not at some time been carried to extreme.

The history of the world is the history of extremes, and the test of wisdom is to find and follow the golden mean.

The Epicureans taught that the chief end of life is enjoyment. The Cynics despised all forms of pleasure and enjoyment, and even courted pain and privation. Zeno, of the Stoics, avoided both these extremes and won the golden chaplet.

There is something grand in the contemplation of the character of the Puritans of England. That stern, solid earnestness was as essential to the great fabric of history, and civilization which was

to grow out of it as were the granite foundations of the geological ages to the present condition of the earth.

But that monotonous sort of life could not always last. There must be a great breaking up of the deep and solid nature, in order to form a soil out of which might grow the flower and fruit of future ages.

The first step toward this end was into the opposite extreme.

Upon the return of Charles II. to the throne, Puritan principles and customs were laughed to scorn. Sincerity and earnestness counted for nothing. The king went about the streets talking nonsense and cracking silly jokes. The jester was paid better and received more honor than priest or preacher.

The lowest forms of comedy were most popular, and old Puritan characters were ridiculed on the stage. Education of every kind was neglected, and in high society it was counted an honor not to be able to read and write.

In religious belief, also, the greatest extremes have been held everywhere and in every age.

Plutarch says, "Some while seeking to avoid superstition leap over the golden mean of true piety into the harsh and coarse extreme of atheism."

Doubting carried too far results in agnosticism. Believing carried to extreme results in dogmatism and blind following of creeds.

In education, too, there is the same tendency to extremes. Payne says, "The aims and methods of education are determined by the types of thought, philosophical, political, religious, scientific, and social, that are ascendent."

The Greek conception of symmetry in education comes more nearly to the golden mean than anything else we meet with in ancient times. Plato says, "A good education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable." But in their methods the Greeks carried discipline to extreme, and their aim was a life of contemplation rather than a life of action.

The Spartans sacrificed mind for body, and carried physical and military education to the utmost extreme; with the Athenians, intellectual culture was pushed to as great an extreme.

The Romans copied after the idea of the Greeks with but little modification except a tendency to be more practical. It is from this difference that we have our classical and scientific courses in the colleges of to-day.

In the Renaissance we observe another educational reaction,—a breaking away from the extreme of blind authority and the artificial methods of the middle ages to original inquiry and to a study of nature.

Still another Renaissance was inaugurated by Bacon, who was to the reformation of education what Luther was to that of religion.

In this period education passed from an extreme dependence on reflection and reason to an extreme dependence on sense and observation. Kant's philosophy is a protest against these extremes. Much as is said of "the harmonious development of the three-fold nature of man," we rarely find in the individual a happy combination of physical, mental, and moral qualities.

"We see," says Emerson, "here a stomach, there a brain, and yonder a heart, but seldom a good combination of the three."

Even our heroes are not without their faults. Homer and Milton were blind; Johnson was scrofulous and near-sighted; Macaulay had squint eyes with inflamed lids; Byron had clubbed feet and Scott had a short leg; Pope was so deformed that he could not dress himself; Pascal was an invalid at the age of eighteen, and Horace Mann seldom saw a well day; the poet Cowper had spells of insanity, at which times he could with difficulty be kept from suicide; Hugh Miller, Scotland's eminent geologist, was similarly afflicted and finally took his own life; Shelly, Dante, Lincoln and Margaret Fuller had fits of melancholy which verged on madness and the darkness of despair.

Of moral defects we almost hesitate to speak, for here our poor heroes come tumbling down like moths under an electric light. David and Solomon, Poe and Burns, Bacon and Burr, all had their faults.

There are spots on the sun. But the law of compensation extends from earth to heaven. In what respect, we may ask, are we liable to extremes to-day?

1. *Want of Depth.* — Our teaching fails to take hold of the depth of the soul as it should. In our efforts to avoid the appearance of slowness and dullness, we resort to too much drill and preparation for appearance and display. Our pupils become shrewd, sharp and competent, but it is on the surface. No education is complete without the proper development of consciousness and self-examination.

2. *Co-Education.* — Do we not carry our idea of co-education to extreme? Just what is the golden mean in this regard is not



easy to say. Comparatively few young men graduate from our town and city schools. This may be due in part to the fact that so few male teachers are employed. The boys want to come more in contact with other boys and with men, and so go to business, to college or the street.

3. *Our Ideal.*—"To know the end is to find the way." But few of our teachers have any end in view, except, perhaps, to produce more teachers no better than themselves.

Many a boy who would have made a good lawyer, or merchant, or farmer, has been misled by such teachers as these. But while we educate with a view to business, character must not be overlooked. The American ideal should first of all be that of good and capable citizens, competent, cultured and refined.

4. *Moral Education.*—In our efforts to be practical, culture and conduct are often neglected. Too little attention is given to the individual. All kinds of human metal are run into one mould. Too much method and uniformity destroy originality and individuality. Lessons of duty, perseverance, patriotism, self-reliance, honesty and will-power need to be taught and emphasized.

In method, in discipline, in use of books, and all that pertains to the school, Scylla and Charybdis are ever at hand. Happy may we be if, like Ulysses, we pass safely between them.

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## THE TEACHER AND THE SCHOOL. X.

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BY THE EDITOR.

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### THE RECITATION, *continued.*

Absolute control of the pupils is essential to a good recitation. The best methods in the world will fail in the hands of a teacher who cannot control his class. Good order must be maintained and attention must be secured and held. There is little use in attempting to conduct recitations in school until the reins of government are well in hand.

It is also important that the teacher have clearly in mind the ends to be attained. There is in many schools too much aimless, slipshod lesson-saying, without purpose and with small result. There are a number of clearly defined objects to be secured by class recitations, the chief of which may be here named.

1. *Stimulation.* The farmer prepares the ground before he sows the seed. There is something akin to this in the work of class instruction. The mind must be in an active, receptive state. A mind preoccupied or wholly indifferent is not ready for instruction. This work of preparation is mainly incidental, coming largely from the general character of the recitation, and from the tone and spirit of the school. Much of it comes from direct contact of the teacher's mind with the minds of the pupils, energizing, inspiring, stimulating. An eminent Ohio teacher said a good many years ago, "After all, this matter of education consists largely in stimulation." It is probably the best part of teaching. The value of a recitation may be gauged by the extent to which it is stimulating.

2. *Examination.* The recitation seeks to test the thoroughness of the pupils' study. It enquires as to the faithfulness with which pupils have memorized the matter contained in the lesson; but it does not stop here. It reaches to the understanding. "Do you understand?" "What do you understand?" "How do you understand?" "Give an example," "Put it in other words," "Make your meaning clear," are some of the ways by which the skilful class manipulator probes the understanding of his pupils.

The recitation is also a test of power. Mental power is of more value than knowledge, and the pupil should have frequent opportunity of exhibiting and exercising his growing power—power to observe, power to grasp thought, power to analyze and reason. Various school exercises, such as the analysis of sentences, translations, composition, and the solution of problems, afford ample means of testing mental power. Similarly, recitations may be tests of skill in such arts as reading, writing, drawing, computation, etc.

3. *Instruction.* This is prominent in primary teaching; but it has also a place in more advanced teaching. The method depends upon the subject to be taught and other conditions. Sometimes the Socratic method may be used almost exclusively; at other times direct dogmatic statement is best. The important thing in any case is the self-activity of the learning mind.

There seem to be three uses of instruction in the ordinary class recitation. (a) The imperfect understandings and misconceptions of pupils must needs be corrected. This is usually best done by skilful questioning and cross-examination, leading the pupil to discover and correct his own errors. The usual rule is to tell nothing directly which the pupil can be led to discover for himself. (b) Ad-

ditions may be made to the pupils' stock of knowledge. The best way of doing this will be determined by the nature of the subject, the attainments and habits of the pupils, and other conditions. Sometimes it may be sufficient to point out the sources of information; at other times it may be best to give the information directly. The teacher's chief concern should be to arouse interest and stimulate effort as much as possible. (c) New subjects must be developed. This part of the work of instruction requires special skill. It should be done in such way as not to relieve the pupil from the necessity of effort, but to incite him to his best effort. It should not remove the difficulties, but indicate the point of attack and incite the pupils to attack vigorously and persistently. The teacher's work in developing new subjects may be described as going before and blazing the way over which the pupil is to construct for himself an open highway.

4. *Training.* Some teachers are good instructors but poor drill-masters. They are skilled in the art of putting things, but do not appreciate the value of practice, which makes perfect. Of course it is neither practicable nor desirable to make a complete separation between instruction and training in class exercises. They are mutually supplementary and complementary. Each will often disclose a necessity for the other. But there is a time and place for the predominance of each. The great stress laid upon the skilful presentation of subjects in modern teaching has tended to the disparagement and neglect of drill. We are apt to forget that once learning is not sufficient to make even the adult mind master of any important truth, nor is once doing sufficient to make one an adept in the practice of any art. We must learn again and again in order to know thoroughly, and we must do again and again that which we would do skilfully. There is true wisdom for all time in the old Jesuit maxim, "*Repetitio mater studiorum.*"

5. *Expression.* This is at the same time a means and an end. It is the chief means of attaining the other ends of the recitation, and it is itself a most important end. Every well-conducted recitation is a training as well as a testing of the pupils' power of expression. A man is educated who has the power of forming clear ideas and of giving them accurate and elegant expression. The teacher's work in teaching consists largely in leading pupils to see and to tell what they see—in training them to think and to express thought. And these two are most closely related. Max Muller says language and reason are two names or two aspects only of one

and the same thing. "No reason without language, no language without reason." I would say rather, they sustain the relation of spirit and body. Language is embodied thought, and in our present state we know as little about thought without language as we know about soul without body. At all events, thought and language are inter-dependent. Clear thinking begets clearness and elegance of speech, and clear and forcible language in turn tends to clearness and completeness of thought. Hence, in the recitation, expression is a matter of paramount importance.

Good utterance, good articulation, in the recitation, is worth all the effort it may cost to secure it. It is good for its own sake and it is good in its tendency. Clear enunciation and clear thought go together, as do slovenly utterance and muddiness of thought.

All important definitions, principles and rules which are worth learning at all should be memorized *verbatim*, and repeated until they become as familiar as the multiplication table. This has more than a double value. Besides the knowledge and mental discipline gained, it has full value in the familiarity it gives with the best forms of expression. The memorizing of good English for purposes of language culture is not generally esteemed as it deserves.

Errors of speech in the recitation should be corrected without diverting attention unduly from the subject in hand. It is usually sufficient, when an error is made, for the teacher to speak the correct form, it being understood that the pupil must make the correction and proceed without further interruption.

It should be the teacher's constant aim to keep his pupils up to their best endeavor in acquiring accuracy and facility in the use of language. He can have no truer measure of their real progress. The first need is a high ideal on the part of the teacher. Let him reflect much on the possibilities in this direction, and let the clear and forcible expression of thought be ever before his mind as a fundamental object of the recitation.

I proceed to mention briefly some of the more common methods of recitation. Oral lessons are specially adapted to younger pupils, and partake more or less of the nature of conversation. The objects of the recitation already named are all aimed at in varying degree. At the beginning of the child's school life, the teacher is at the maximum, and soon becomes a diminishing quantity. As the child advances the teacher recedes. Probably no school exercises require greater judgment and skill than the oral lessons in the first years of school life. The best oral lessons are those that may

soonest be dispensed with because of the pupils' power to go alone.

Written recitations have a place and a value as soon as pupils can write readily from dictation. Spelling, dictation, and language exercises may be written at an early stage, and as soon as lessons in geography, arithmetic, etc., are learned from books, there is special advantage in occasional written recitations. They constitute a more thorough test of the pupils' knowledge than oral recitations. The questions can be prepared with more care, and each pupil must put himself on record for every question asked. In oral recitation, a glib talker may pass for more than he is worth, but not so when he comes to write what he knows in plain characters. Imperfect or partial answers will then appear in their true character. Occasional written recitations, without occupying more than the usual time, may often prove a revelation to both teacher and pupils. It would not be wise, however, to use the written method exclusively, or even to make it the main dependence.

For pupils somewhat advanced the topic method has special advantages. It requires more comprehensive and thorough preparation, and more fully cultivates and tests the power of expression than any other method. Properly conducted, it compels the pupil to make a careful analysis of the subject and to classify and arrange his thoughts in an orderly way, so as to tell what he knows in a smooth, connected statement. Study and recitation thus become what they ought to be, a real training in thought and expression. It is true that the topic method in the hands of a weak teacher may degenerate into mere babble about unimportant and unrelated details; but as much may be said of any method. The letter killeth, the spirit quickeneth. No method is good enough to dispense with the quickening and life-giving power of the living teacher.

Some use of the topic method may be profitably made in grades lower than those to which it is usually applied. The little people in the primary geography class, for example, may be encouraged to tell in several successive sentences what they have learned about a given country, city, lake, or river, and thus gradually acquire the power to stand on their feet and express themselves.

The catechetical method has always been, and is likely to remain, the teacher's main reliance in the recitation. For stimulating and directing the pupil's mind, as well as revealing to him his own weakness and the insufficiency of his preparation, there is nothing like searching questioning. To be a good teacher, one

must be master of the art of questioning. A good question is thought-provoking and throws the pupil as much as possible upon his own resources. The teacher's questions should follow in logical order and lead to a systematic unfolding of the subject. They should always be couched in clear and unmistakable terms, and always adapted to the comprehension of the pupils. Questions need not always be hard to answer. On the other hand, many questions should be asked which the pupils can readily answer. This will add to the interest and life of the recitation and give the pupils courage. But not many recitations should pass without some questions calculated to search, and probe, and test. There should be tests of memory, of imagination, of invention, of thought.

Some of the best high-school recitations I have ever heard have been those in which the pupils questioned each other. This was the usual method of one of the best high-school teachers I ever knew. The teacher presided, the pupils did the work,—and they did it thoroughly. They delved into every nook and corner of the subject, and brought out things new and old. It led to a more masterly preparation of lessons, and often to such an exhibition of mental gymnastics as I have rarely witnessed elsewhere. It is too sharp and too effective an instrument to be wielded by any but skilful hands.

Pupils' answers may be given (1.) *simultaneously*. For rapid review, and for drill on tables, dates in history, and all such things as need to be fixed in the memory by frequent repetition, the simultaneous method is appropriate. But it will not serve the more important ends of the recitation. It is an insufficient test. It encourages shirking. No teacher has sufficient power or skill to teach a large class well in bulk. He must individualize.

(2.) Pupils may be called upon to recite *consecutively*. This is convenient, and insures regular participation by every member of the class; but in a large class there would be temptation to inattention, and cases have been known of pupils preparing only the part of the lesson likely to fall to them in regular course.

(3.) The *promiscuous* method of calling upon pupils to recite should be the teacher's main reliance. Under the skilful use of this method no pupil will hold himself exempt at any time, as every question belongs to every member of the class. If any show signs of inattention, the teacher will naturally pay his respects to such more frequently, until they conclude to mend their ways. It will require some carefulness to give to each his portion in due season.

Those who always recite well and those who always recite badly are the two extremes to be watched.

A few general suggestions concerning class management and the conduct of recitations will close this paper.

1. Secure and hold the attention of every member of the class throughout the entire recitation. The recitation should never begin without attention, and it should never proceed in any part without the attention of all. The degree of attention secured is the measure of the teacher's success. An experienced and skilful inspector of schools and school work will almost unconsciously and immediately observe the character of attention in the class and in the school. It cannot be held permanently by merely commanding it. It comes through healthy interest, largely the result of the teacher's personality and the teacher's methods. Some devices are of temporary advantage, such as asking the question before designating the pupil who is to recite; but the teacher must get the reins well in hand, there must be a right spirit in the school, and the pupils must be deeply interested in their work. If these things be in the school and abound, attention will not be lacking.

2. Do not do the pupils' work. The minimum of talking and explanation on the part of the teacher and the maximum of active exertion on the part of the pupil constitute the ideal of excellence in the recitation. The best teacher soonest makes himself useless to his pupils. The teacher should be economical of speech. His words should be few and well chosen. To impart his own knowledge is not the true work of a teacher, but rather to stimulate and direct his pupils in their efforts to obtain knowledge for themselves.

3. Have a definite plan for every recitation and follow it. Many a recitation fails for want of purpose and plan. With an end in mind to reach, drive hard to reach it.

4. Be elementary and simple. Dr. Joseph Alden bears testimony to the value of simplicity in teaching in these words: "In an experience of twenty-five years as a college teacher, I have discovered that I have been successful according as I have been elementary and simple in my teaching." The teacher should not speak to his pupils in an unknown tongue. Simple words and short sentences should be his rule.

5. Maintain a patient and cheerful spirit. Petulance is one of the teacher's besetting sins. It is a great misfortune, both to himself and to his pupils, for a teacher to fall under the domination of an irritable, fault-finding temper. The teacher must learn to bear

with stupidity; he will find much of it. Dr. Channing says truly that the boy or girl compelled for six hours a day to see the countenance and hear the voice of a fretful, unkind, hard or passionate teacher, is in a school of vice. Be patient, be cheerful.

6. Keep in sympathy with your pupils. Learn to "put yourself in his place." Cherish a real interest in the welfare and progress of each and every pupil. Keep growing yourself and watch for growth in your pupils.

7. Do not accept as known and understood what the pupil is unable to state clearly. What you give the pupil, require him to give back to you. Only a weak teacher will accept the statement, "I know it, but I cannot tell it."

8. Review frequently. Remember the maxim, *Repetitio mater studiorum*. Dr. Trumbull says in his book entitled *Teaching and Teachers*, "From one-quarter to one-half of the entire time occupied by a teacher in the teaching process could be employed to advantage in one form or another of reviewing." "Repetition is the mother of studies."

9. Censure sparingly. Reproof is ten-fold more effective when spoken by lips more wont to speak words of praise.

10. Praise judiciously. Praise is a powerful stimulus when bestowed with discrimination; but words of praise should never be spoken when undeserved.

(Continued.)

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## PRIMARY DEPARTMENT.

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### A Half-Year's Work in Numbers.

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BY G. W. MCGINNIS, W. CLEVELAND, O.

I am convinced that very much valuable time is worse than wasted upon this most important branch of science, and I desire, in a brief way, to present a course which, if faithfully carried out, will result in a great saving of time and assure much greater efficiency on the part of pupils throughout their mathematical course.

At the beginning of the first year of school life, let the pupils at once learn to count ten objects. The teacher should be provided with a numeral frame as well as with other objects. As soon as pupils can count ten let them learn to count twenty; after this let



them count with the teacher a few times to 100. Then learn 10, 20, 30, etc.; then 11, 21, 31, etc.; then 5, 10, 15, etc.; then 2, 4, 6, etc.; then 1, 3, 5, 7, etc., to 100. To learn all this perfectly will occupy about two weeks. Then set the pupils to the task of making the figures to 10, in the mean time, making sure the facts above by individual and concert drill in reading numbers written by the teacher and by counting objects. For this purpose a wire strung with spools, which pupils have brought from their homes, is desirable and easily obtained.

This work should be done by decades, first to 10, then to 20, etc. At this stage do not teach principles. The child taught in this way will see the relations of the numbers and the laws that run through them, if his mind is not befogged by efforts of the teacher to make it plain. If you stop to explain you are asking him to understand your explanation—probably a much more difficult task than the one set before him. If 10 is known, 20 will be recognized as two 10's, 30 as three 10's, etc.; then 11, 21, 31, etc., will be readily comprehended without explanation or comment.

If you have not tried this, you will be astonished at the rapid strides your pupils will make. They grasp these ideas readily by intuition, and the mind develops rapidly and naturally under them. Do not therefore waste one moment in explanation. Let the pupils *count*, let them *write*, let them *read*; your talk only hinders.

It is best not to continue the use of objects. Use them only till pupils have correct concepts securely fixed in the mind. When a child has learned by counting that 6 and 7 are 13, he is ready to *memorize* the fact and fix it for all time to come. Do not stop to illustrate after the correct concept is once formed. Do not go too slowly. Pupils will learn a dozen facts while some teachers are clearing their throats, collecting their minds, waiting for thoughts, and otherwise getting ready. Remember this is purely memory work, and that intelligent repetition is the price of success.

Place the following combinations upon the board in the form of a square where all can see, and drill, drill, drill, until pupils can name the sums instantly. Lead pupils (1) to perceive, (2) to express orally, (3) to memorize the facts. Years ago, pupils were required to express and memorize that which they did not perceive. Now-a-days some teachers regard their work complete if they have led the pupil to perceive and express what they should also memor-

ize. After perception comes expression and then memory, and all are equally important.

<u>1</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>6</u>
<u>1</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>4</u>
<u>3</u>	<u>3</u>	<u>5</u>	<u>8</u>	<u>5</u>
<u>3</u>	<u>7</u>	<u>3</u>	<u>2</u>	<u>2</u>
<u>3</u>	<u>6</u>	<u>4</u>	<u>6</u>	<u>8</u>
<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>1</u>
<u>3</u>	<u>9</u>	<u>5</u>	<u>7</u>	<u>4</u>
<u>2</u>	<u>1</u>	<u>5</u>	<u>2</u>	<u>1</u>
<u>1</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>
<u>2</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>3</u>

Let the teacher point to the numbers rapidly and require the pupils to name the sums only, as fast as they can talk. Continue this drill till all can give these 25 sums in thirty seconds or less. Slow work must not be tolerated. Pupils can, if they are familiar with the facts, pronounce 100 words per minute, and they should be required to do so here. This matter of speed is of the most vital importance, and is urged as an essential part of this system.

Teachers dawdle, talk, work too slowly, and waste valuable time which ought to be utilized by the pupil. One teacher will get an average of 50 combinations per minute five minutes at a time, others will not get 50 combinations in the five minutes allotted to the work. Wake up, away with preliminaries, and give your pupils vigorous mental drill from the moment the class is called till the last moment of the schedule time is up. Some teachers waste more time than is utilized. Don't dawdle; if your pupil does not remember a fact tell him and see that he tells it back to you again and again till it is fixed.

Have faith in your own ability to succeed—believing you *can* is half the battle. A teacher in the second reader grade said, in reply to my interrogatory, that she did not have pupils write numbers from dictation because they were too young. I said. "You can teach them in twenty minutes to write numbers to 1,000 from dictation." "No," said she. "it would take all winter to do that." "Can you spare me ten minutes?" I asked. "Yes" said she. I went to the board, wrote five numbers of three figures each, read one to the class, and they at once read the other four, I then placed a

figure to the left of each of the numbers and read the first. The pupils at once read the other four. I then dictated five numbers of four figures each, and the class wrote them promptly. This all took eight minutes, and the poorest in the class wrote from dictation readily thereafter. I might have *explained* for an hour a day, for a month and accomplished less.

A great deal of variety is necessary; hence the teacher must draw upon her inventive faculties. To help out and give variety, let pupils be provided with the measures of capacity, and by actually handling them learn the tables for Dry and Liquid measure. This will be done as easily here as elsewhere, and will afford variety. The fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , etc., can as well be learned here as elsewhere, by cutting papers and other objects, and will be useful in the same way, a child six years old will learn these fractions as readily as one ten years of age, and learning them now will have the additional advantage of avoiding confusion when the subject of fractions is taken up as such.

To do this work well it must be carefully planned and thought out in the minutest details. Failure here is disastrous. 1. Note what you are to do. 2. How you are to do it. 3. What particular part you are to do *to-day*.

Random work will always fail and worse than fail, for it will paralyze the intellectual stomachs of the pupils, if it does not turn them wrong side out, and thus insure failure forever after.

A little work carefully prepared each day, as a part of the complete course for the year, which must be held carefully in mind all the while, is very much more profitable than much work poorly planned and worse taught.

In this way teachers will acquire the elements of power, will grow broader and deeper and secure culture, increased attention, better order, and gratifying success. Having done the above work, which should not occupy more than three months, under skilful teaching, pupils are ready for a similar drill upon the following, which should be learned as before so that they can give the sums of these 20 combinations in *thirty seconds or less*.

6	8	9	7	9
<u>5</u>	<u>8</u>	<u>4</u>	<u>7</u>	3
8	8	9	8	9
<u>7</u>	<u>3</u>	<u>7</u>	<u>6</u>	<u>2</u>

9	6	9	8	7
<u>2</u>	<u>6</u>	<u>5</u>	<u>5</u>	<u>4</u>
9	8	8	7	7
<u>6</u>	<u>9</u>	<u>4</u>	<u>5</u>	<u>6</u>

Having mastered these combinations, and counting as indicated, the child should be taught to add columns of figures up to 100, which he should be able to do as fast as he can name results, by the end of his fourth month in school. Begin by using o's, 1's and 2's; then o's, 1's, 2's, and 3's, etc., up to 9's, then using all but the 1's, then all but 2's, etc.

Teach pupils to carry by writing the units figure and adding the tens to the next column. Do not *talk* about it; just do it and have the pupil do it as you do, till he can do it rapidly and well.

The reader will see that these 45 combinations are practically all that need to be learned, and that pupils ought to become very skilful with 45 combinations in eighty days' work. I have done this work in less than four months, in a country school where I had seventeen daily recitations, including algebra,, philosophy and higher arithmetic, besides a contest with neighboring schools in spelling, about one night each month; and we were not beaten in that, either.

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### More Bits of School-Room Experience.

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Every Friday afternoon, we play hide the knife, provided no one has been tardy during the week. This is done by one row passing out, while some one in the room hides the knife in some out-of-the-way place, but in plain sight. Then those who went out come in, and the one who sees it first takes his seat, the next to see it does the same, and so on till each one has found it. The one who saw it first hides the knife for the next row. It is always interesting to notice the difference in the children's ability to use their eyes, some seeming to sweep the room at a glance, while others do not see the object right before them. Occasionally, when the game becomes very exciting, the children looking on are allowed to clap their hands gently, stopping immediately on the signal being given. I have felt that this game afforded an especially good opportunity to teach them to exercise self-control in the midst of their fun. The other day, Dick got excited over the game and clapped his hands when there was no occasion for it. I caught his eye, shook my

head, and the clapping ceased; but it was soon begun again. This time he was spoken to, but again he forgot. Then I called him to me and, taking my handkerchief, began to tie his hands together, saying as I did so that if he could not keep them quiet I must. He dropped his head and for a moment his chin quivered, then straightening himself up and looking me full in the face he said, "You needn't do it, I can 'tend to them." Then, as I seemed to hesitate, he added, "*I am real stout.*" Of course, I had no use for the handkerchief under those circumstances. As he took his seat, I thought, "God bless your little heart, and may it always be 'stout' enough to resist evil!"

The slowest group were at the table for a lesson in numbers with real money. After the different pieces, from one to five cents, had been passed around, I put five pennies in one hand and a five-cent piece in the other, and asked which they would rather have. Some said one and some the other, though all agreed that one would buy as much candy as the other. So I asked one little fellow who was sure he would prefer the five pennies, why he did so. He said, "Because if I lost one piece I would still have four cents left." Then I asked the boy who had said he would rather have the five-cent piece the reason for his choice. He said, "Because if I lost it, when I found one I wouldn't have to hunt for four more."

We had a very funny time the other afternoon during the lesson in physiology and hygiene. The talk was about the chest. The children, from six to seven years old, had no trouble in locating it, but when asked what it contained, soon showed by their replies that they had no correct idea. Thinking they might be led to discover for themselves, I said, "Watch me and do as I do." Then with hands on chest and lips closed we drew in a deep breath. As their chests began to expand, their eyes brightened and hands went up all over the room. So I said, "Now, can you tell me what is in the chest?" and all with one accord shouted, "wind." Perplexed but not in despair, I said, "Yes, but what did the wind or air go into?" "Into the mouth," said Lyle. Hoping this might yet lead to something, I said, "Yes, where then?" The next answer was encouraging: "Into the wind-pipe;" so I asked the same one to tell me what was at the end of the wind-pipe. The answer came quickly, "A hole." I then gave up the Socratic method and told them what I wished them to know. The next day, I began the lesson with pictures of the heart and lungs, and the next day one child brought a chicken's heart in a bottle of water, and another the lungs, and I am sure they now know what the chest contains. S. W. S.

## Composition Writing.

We have ceased to expect children to talk easily and correctly until they have something to say; but do we not sometimes demand that they put thoughts on paper when they have none at hand?

Compositions, under that name, have always been the bane of children. Composition work may be, and often is, exceedingly pleasant, if a little aid is given at the start. Why may not the composition work begin in the lowest grades with the language lessons? For example: We are having a talk on a plant. At its close draw, by questioning, from the class such statements as these: This is a plant. The plant has roots. The roots are under the ground. The plant has a stem. It has green leaves and flowers. The flowers are red, etc., etc.

Write the statements as given on the board and let the class read and then copy. After this plan has been followed for a while, suggestive words may be written on the board, about each of which they are to make a statement.

Some of the large pictures sent by various publishing houses with the holiday numbers of the magazines, contain suggestions of stories which can be made of good use. Hang one where the class can see it. For a first lesson let them simply write what they can see. For the next lesson place ten or fifteen questions on the board, which, if answered, would form a connected story. For more advanced work, let each write his or her own story. Later, only an outline need be given; as, after a talk on frogs:

### THE FROG.

- |                           |                        |
|---------------------------|------------------------|
| 1. His home.              | 5. His food.           |
| 2. His early life.        | 6. His winter home.    |
| 3. His name at this time. | 7. His change of coat. |
| 4. The change.            | <i>Ex.</i>             |

## NOTES AND QUERIES.

### DISPUTED BOUNDARY.

Dr. Thomas C. Mendenhall, Chief of the United States Geodetic and Coast Survey, has made an investigation of the disputed boundary line between Ohio and Indiana, and has made his report to the Governor of each of the two states. His finding is that the present boundary line is one mile east of its proper place at its northern extremity, and that it converges to the proper point at its southern extremity. This would give Ohio nearly 100 square miles of territory hitherto held by Indiana.

## THE EARTH'S MAXIMUM POPULATION.

Mr. Ravenstein, the statistician, estimates that the maximum population which the earth is capable of sustaining is about 6,000,000,000; and that, at the present rate of increase, this number will be reached in 180 years from this time, or by the year 2072. We are thankful for the prospect of room enough as long as we are likely to stay.

## QUERIES ANSWERED.

Q. 272.—The "Theban Cycle" is a term applied to a number of myths, of which the Thebais is one; relating to a war, earlier than the downfall of Troy, between Argos and Thebes. These, with other "Cycles" of early epic poetry, served as a mine of fable for sculptors and dramatists of the Attic age. See Jebb's *Primer of Greek Lit.*, p. 38, and Grote's *Greece*, chap. xiv. Part I.

*Selma, O.*

W. R. K.

Q. 281.—Literary development is to be sought, but it is best secured in connection with regular class work. A paper on some subject connected with the geography, physiology or history classes, practically secures the object sought in essay-writing. The utility of grammar and orthography is impressed by the correction of these papers. Occasional recitations add to the interest of the reading classes. The reading of an appropriate historical poem becomes a five-minute's treat to a history class, and will bear unlimited fruit in awakening a taste for choice literature. The development of written and oral expression should attend *every* recitation, and not be left for Friday afternoons.

G. G. COLE.

It is a wise plan to set apart Friday afternoons for exercises differing from those pursued during the week. Pupils like something new occasionally, and for that reason I think it best to vary even the exercises for Friday afternoons.

A. H. MAY.

I do not think it would be wise for a teacher to set apart *every* Friday afternoon for literary exercises, because it would take too much time from the regular work, and these exercises would lose their effect, and would not impress the pupils as they should. These exercises are necessary to a successful school, but I think every two weeks would be often enough for them.

C. E. BERRIDGE.

Q. 282.—The measures that one teacher could adopt with good results, would perhaps not conduce much to the ends desired, in

the case of another teacher. To secure regularity and punctuality in the school-room, you must get the pupils interested in you and in their work; teach them that the good of the school demands that they practice regularity.

A. H. MAY.

As far as the pupils are concerned, by making the school-room pleasant and attractive, as any teacher of tact and ability may do. Good order is one important source of the pleasure that will attract the learner. The fault of irregularity is often with the parent. It is sometimes customary to detain tardy pupils at the close of the school for a sufficient time to exact an adequate recompense; but this reacts on the teacher. Some teachers have opening exercises of such an interesting and enlivening character, that the pupil will feel the loss he sustains by not being at school in time.

The true principle is that the parent and teacher should instill such a liking for education in the mind of the child that he thinks it is his *duty* to be at school *on time*.

F. J. BECK.

In the first place, the teacher should find out the cause of their irregularity and the want of punctuality on the part of the pupil. The cause has one of three sources; viz., the pupil, the parents, and, last but not least, the teacher.

The parents may require work of their children at times, in which case the teacher should impress upon the parents the duty and obligation they owe to their children, to the school, to society in general and the community in particular, and the necessity of an education for their children.

If the pupil remains from school or is generally tardy of his own accord, he has some reason for so doing, and it will be necessary for the teacher to investigate and find out his reasons for his actions. If the cause be timidity, bashfulness, or fear, seek to remove it.

The cause may be a dislike for school and school work. If it is, the teacher should make his morning exercises so attractive, and his work so interesting that the children will *want* to come to school.

The success of the school can be measured by the interest the pupils manifest in their work.

C. E. BERRIDGE.

Q. 283.—The Metric System should certainly be taught in the public schools. It is the system of weights and measures used in scientific works, and is in use in several countries and in the United States custom houses.

A. H. MAY.

By all means.

C. E. BERRIDGE.



Yes. The following is an extract from the Constitution of the American Metric Bureau, 32 Hawley Street, Boston:

"The object of this Bureau shall be to disseminate information concerning the Metric System; to urge its early adoption; and to bring about actual introduction wherever practicable. To this end, it will secure the delivery of addresses; publish articles; circulate books, pamphlets and charts; distribute scales and measures; introduce the *practical teaching* of the system in schools; and in all proper ways, as far as the means at its disposal will allow, the Bureau will urge the matter upon the attention of the American people, till they shall join the rest of the world in the *exclusive* use of the International Decimal Weights and Measures."

F. J. BECK.

Q 285.—During the American Revolution, Spain and France were at War with England. Spain refused to suspend hostilities at any other price than the surrender of Gibraltar. But when the preliminaries of the treaty ending the American Revolution were signed, and the neutrality of the American Colonies weakened the alliance against England, Spain agreed to abandon the struggle for the possession of Gibraltar, and received Florida instead, by a treaty signed in 1783.

G. G. COLE.

By the treaty of 1763, which ended the French and Indian War, Florida was ceded to Great Britain by Spain, but it was ceded back in 1783, and remained in possession of Spain till 1819, except that portion west of the Perdido River, which was secured to the United States by the treaty with France in 1803.

F. J. BECK.

Answered also by John R. Davis, J. W. Jones, and Jos. H. Hartman.

Q. 288.—"Somebody else's opinion," is correct. The possessive sign should be annexed to the word immediately preceding the one modified. The possessive sign does not necessarily indicate that the word to which it is appended is in the possessive case.

Holmesville, O.

G. G. COLE.

Somebody else's opinion is the correct form.

C. E. BERRIDGE.

Q. 289.—Solution:  $\sqrt{60^2 + 18^2} = 62.6418 +$ ;  $18 + 62.6418 = 80.6418$ , sum of base and perpendicular;  $80.6418^2 - 60^2 = 2903.104745$ , which is twice the product of sides;  $60^2 - 2903.104745 = 696.895255$ , the square of the difference of sides;  $\sqrt{696.895255} = 26.39877$ , difference of sides;  $(80.6418 + 26.3987) \div 2 = 53.5203$ , greater side;  $(80.6418 - 26.3987) \div 2 = 27.1215$ , lesser side.

J. W. JONES.

John R. Davis and W. H. Crecraft send, each, a long algebraic solution with accompanying diagram, getting the same result as above.

which we think is correct. Other solutions, with results differing from the above and from each other, have been received from W. A. Atkinson, C. S. Machwart, G. G. Cole, and Mrs. B. F. Finkel. B. F. Finkel gives a long rule for finding the altitude.

Q. 290.—This is a problem in arithmetical progression in which 1 is the first term and 11 the last, (excluding the  $\frac{1}{2}$  hr.). To find sum of series, plus the distance traveled the last half hr.:  $[(1 + 11) \div 2] \times 6 + 6\frac{1}{2} = 42\frac{1}{2}$  miles, ans. A. H. MAY.

The common difference is 2;  $5\frac{1}{2} \times 2 + 1 = 12$  mi., distance traveled last day.  $\frac{1}{2}(1 + 12) \times 6\frac{1}{2} = 42\frac{1}{4}$  mi., ans.

F. J. BECK.

Mrs. B. F. Finkel agrees with A. H. May; C. E. Berridge agrees with F. J. Beck.

#### QUERIES.

291. How is the circular form of the horizon a proof of the earth's rotundity? L. A. R.

292. Is it constitutional for a naturalized foreigner to be a member of the President's Cabinet? C. E. B.

293. Should a country teacher compel pupils to study physiology against the wishes of their parents? O. M. S.

294. What led the French to extend their explorations in North America westward to the Mississippi river, instead of southward into New York and Pennsylvania? W. U. Y.

295. When boards of education grant teachers a day to attend a teachers' meeting, such as the Central Ohio, is it customary or lawful for the board to deduct a day's wages from the teacher's salary? W. U. Y.

296. What mother of two sovereigns of England was the youngest of twenty-one children? E. B.

297. "*Liberty and Union, now and forever, one and inseparable.*" Dispose of words in italics. B. R.

298. Divide the fraction  $\frac{8}{3}$  into two such parts that the sum of the numerators of the parts shall equal the sum of the denominators. E. S.

299. The product of the H. C. F. and L. C. M. of two numbers is 1728; one of the numbers is 96; find the other. E. B.

300. If 12 oxen eat the grass from 3  $\frac{1}{3}$  A. in 4 weeks, and 21 oxen the grass from 10 A. in 9 weeks, how many oxen will eat the grass from 24 A. in 18 weeks, the grass being at first equal on every acre, and growing uniformly? X.

## EDITORIAL DEPARTMENT.

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Executive Committee of the Ohio Teachers' Association decides to hold next annual meeting at Cleveland, June 28, 29 and 30, 1892.

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We want several copies of the MONTHLY for December, 1886, and February, 1887, to complete sets. Persons having copies of either or both to spare will confer a favor, besides receiving credit or cash as they prefer.

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The Hancock memorial volume, in preparation by Dr. W. H. Venable, of Cincinnati, is nearly ready. We have seen proofs of the concluding pages. It should have a place in the library of every Ohio teacher. Orders may be addressed to C. B. Ruggles, Cincinnati.

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Serious illness in the editor's family has made this issue a little late. Besides three cases of what for want of a better name may be called grip, two cases of ptomaine poisoning from eating canned beef caused a good deal of anxiety and required constant attention. We must crave the indulgence of our correspondents; we hope to catch up soon.

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We are glad to be able to present to our readers such an excellent account of the schools of Scotland as that with which this new volume of the MONTHLY opens. Mr. James sees with the eyes of an expert, and tells what he sees in a very entertaining way. The account contains much for American teachers to think about. At last advice, Mr. James was about starting for London.

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We wish to direct special attention to the article in our Primary Department entitled "A Half-Year's Work in Numbers." Mr. McGinnis talks like a man that knows what he is talking about. We have felt for some time that a good deal of foolishness passes current in many schools under the name of "number work;" nor are we averse to making confession that we have had our full share in giving it currency. The superintendents who prepare the courses of study and direct the instruction are without doubt the chief offenders. There have been too much formalism, too much ceremony, too much cant, and a great lack of gumption. Just three things are necessary: 1. A clear understanding of what may be accomplished. 2. A knowledge of how to accomplish it. 3. The energy and skill to go straight at it and do it.

Mr. McGinnis has done an important service by setting forth so clearly, out of his own experience, what may be done and how to do it. There is wisdom as well as sarcasm in the suggestion that the young pupils' minds should not be befogged nor their progress hindered by requiring them to understand the teacher's explanations. We have had quite enough of keeping "within the limit of 10" for a year, or even half a year, and of "breaking over ten," and of "one stick and one stick are two sticks," etc. It is time now for sensible teachers to open their eyes and go straight at the work in some such common-sense sort of way as Mr. McGinnis describes, without foolishness. We hope others will report their experience in regard to this matter.

### STATE EXAMINATION OF TEACHERS.

COLUMBUS, OHIO, DECEMBER 19TH, 30TH, AND 31ST, 1891.

**HIGH SCHOOL LIFE CERTIFICATES**—Edward T. Brewster, Dayton; Ralph M. Brown, Troy; E. B. Cox, Xenia; C. W. Gilgen, Lowellville; Fletcher Hawk, Cincinnati; J. E. McKean, Jefferson C. H.; E. E. Richards, Washington C. H.; Frank Smith, Pioneer; E. M. Van Cleve, South Charleston; H. B. Williams, Caldwell; James E. Yarnell, Farmersville. Total, 11.

**COMMON SCHOOL LIFE CERTIFICATES**—Miss Clara G. Orton, Wilmington; Miss Olive Rush, Middletown; Mrs. Frank G. M. Van Slyck, Shelby; Carey Boggess, Springfield; George P. Deshler, McConnelsville; B. F. Finkel, West Middleburgh; C. M. Flowers, Norwood; J. W. Guthrie, Alliance; George P. Harmount, New Holland; E. C. Hedrick, Sugar Grove; G. W. Hoffman, Lockbourne; S. A. Muchmore, Cincinnati; U. M. Shappell, Bluffton; Henry B. Smith, Paddy's Run; George W. Tooill, Tarlton; John W. Watson, Lower Salem; W. M. Wikoff, McConnelsville. Total, 17.

Total number of applicants: Gentlemen, 40; Ladies, 9: Total, 49.

### EXAMINATION OF TEACHERS IN AKRON.

The following circular was issued by the Akron City Board of School Examiners, soon after the beginning of the present school year, after long and careful deliberation. It explains itself.

OFFICE OF CITY BOARD OF EXAMINERS. }  
AKRON, O., Sept. 15, 1891. }

For the information of all concerned, the Akron Board of School Examiners makes the following statement:

I. Certificates will be granted to new applicants upon satisfactory evidence of good moral character, sufficient scholarship, and adaptation to the work of teaching.

II. Persons who have served as teachers in the Akron Schools for ten consecutive years may have their certificates renewed upon application, without further examination.

III. Applicants for renewal of certificates, who have had less than ten years of experience in teaching, may have their certificates renewed upon the following conditions :

1. They must pass a satisfactory examination on all legal branches in which they have not previously made a record of at least 75 percent.

2. They must give evidence of familiarity with current events and current standard literature.

3. They must pass a satisfactory examination on at least one standard work on pedagogy, to be designated by the examiners at the beginning of each school year. (The book designated for this purpose in all examinations to be held in 1892 is White's Elements of Pedagogy.)

SAMUEL FINDLEY, ELIAS FRAUNFELTER, F. M. ATTERHOLT,	}	Examiners.
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J. G. FITCH. LL. D.

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A request has come from members of the Teachers' Reading Circle for some account of the life and work of the author of "Lectures on Teaching," a book widely known and read in this country. The following brief sketch is reproduced from the *School Journal* of October 20, 1888:

This English educator, the senior inspector of Her Majesty's schools, is best known as the author of "Lectures on Teaching," "The Art of Questioning," and "The Art of Securing Attention."

Dr. Fitch was born in 1824, and educated at University College, London, receiving the degree of M. A. from the University of London. He was vice-principal of the normal college of the British and Foreign School Society in 1851-1856, and principal in 1856-1863. While here he and his colleague, Dr. Cornwell, wrote "The Science of Arithmetic." In 1863, being recommended by Earl Granville, he was appointed one of Her Majesty's inspectors of schools, though he has more than once been removed from that office to perform special and very important work.

His first appointment was assistant commissioner to the School Inquiry Commission. In 1869, he was one of two special commissioners to report to Parliament the condition of the Manchester, Leeds, Liverpool, and Birmingham schools. He then became assistant commissioner of the Endowed School Commission. He was also examiner in the English language, literature, and history in the University of London, was made fellow of the university by the crown, and has been for twenty years one of the special examiners employed by the Civil Service Commission, and an examiner for the Society of Arts.

Dr. Fitch has won distinction as an author and lecturer, also, by his connection with higher schools. He gave a course of lectures in 1879, before the teachers' training syndicate at Cambridge, which have since been published. He is a member of the governing bodies of St. Paul's School, Girton College, Cambridge, and Cheltenham Ladies' College. In 1885, the University of St. Andrews conferred upon him the honorary degree of LL. D.

Dr. Fitch visited this country last summer, and during his stay, lectured at the American Institute of Instruction, Newport, and visited many schools.

Besides his professional labors, he finds time to do a vast amount of Sabbath-school work. He stands high in the educational world, and the secret of his success lies not only in his ripe scholarship, and his executive ability, but in his character; he is a man and a gentleman.

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**W. A. BAKER.**

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MY DEAR DR. FINDLEY:—Thinking that a short sketch of the work of Supt. W. A. Baker might not be uninteresting to some of your readers I write the following:

William A. Baker was born at Fultonham, Muskingum county, Ohio, March 23, 1849. He was educated in the public schools of Tarleton, Pickaway county, and later at Wittenberg college, where he graduated. He began work as a teacher in Tarleton, where he had charge of the public schools for some time. In 1880 he was elected superintendent of public schools in Upper Sandusky, Wyandot county, Ohio, at a salary of \$700 per annum. At that time the schools were in a poor condition, but Mr. Baker went to work quietly and determinedly to bring them into better shape. He continued his work here until Friday, Nov. 13, 1891, when he left his beloved schools for the last time. He died on Friday, Nov. 27, and his funeral occurred on Monday afternoon, Nov. 30. It was my privilege to attend his funeral, and I felt while there that he had left an impress for good upon the youth of that town that might well repay a life-time of patient work. He was not so widely known perhaps as some others in the same profession in this State. Being a close neighbor of his in an adjoining county for several years, I was enabled to know what a warm place he had won in the hearts of all the citizens of his town and in the affections of his pupils. He most emphatically made the management of those schools his one thought in life, and when it became evident to his friends that unless he gave up his work his days were numbered, he stoutly but quietly resisted all efforts to get him to turn his attention to some other work and go to some other locality.

His was no selfish nature. He rejoiced to see his fellows do well and never appeared to take any special thought for himself. The Upper Sandusky Board of Education soon discovered this trait, and they from time to time advanced his salary until it had become \$1350. Very few men have remained in one position and so nearly doubled their salaries within the past twelve years; yet I was assured by men who had been on the Board all the time that he had never even intimated to them that he wanted an increase of salary.

His was a loyal nature to what is termed "professional courtesy" among school-men. Although he had become very popular at home and although he undoubtedly was conscious of his strength as a school-man, we never find him chasing after a better paying position. He was

contented to do the work which came to his hand in Upper Sandusky. He was a popular and efficient institute worker, yet he never appeared to make any effort to advertise himself in this work.

His young wife and four children are left a legacy in the affections of the people of the whole town for their husband and father's memory that must always prove a grateful source of comfort to them.

When I sat in the crowded church yesterday and heard the words of commendation pronounced by those who had known him long and well, I was impressed with the feeling, "He has built for himself here a monument that shall endure, and whose story shall not be fully told on earth."

If there were many more W. A. Bakers than there are among schoolmen, our profession would command more nearly the respect to which it ought to be entitled in the world at large.

Respectfully,

Ohio Institution for the Deaf and Dumb.

JAMES W. KNOTT.

## QUESTIONS IN PSYCHOLOGY.

[Used at the meeting of the Canton Monday Night Club, Dec. 7, 1891.]

1. What kind of knowledge is given us by perception? Illustrate.
2. Define the term *feelings*.
3. State the *indivisibility* of mind.
4. Define "Antagonism of perceiving, feeling, willing."
5. Define "Interdependence of perceiving, willing and feeling."
6. Under what wider law can you bring "antagonism and interdependence?"
7. To what kind of motives does good teaching appeal?
8. Define sensation.
9. Are color, sound, smell and taste sensations?
10. What then is a red rose? A shrill sound? A beautiful landscape?
11. Give the "psychology" of this passage:  
"Oh, I have suffered with those that I saw suffer."
12. The "psychology" of:  
"And now I pray you, sir,  
For still 'tis beating in my mind, your reason  
For raising this sea-storm."
13. The "psychology" of:  
"You do assist the storm."
14. The "psychology" of:  
"They (the soldiers) sang of love and not of fame,  
Forgot was England's glory;  
Each heart recalled a different name,  
But all sang Annie Laurie."
15. Define attention.
16. Define consciousness.
17. How can we have sensations of sound without hearing?
18. What is a mental fact? Is a yellow primrose a mental fact?

19. Define psychology.
20. What is it to teach?
21. Hints of Comenius, as to ways of getting and keeping the attention of pupils.
22. Please to read for our instruction this sentence of Compayre:  
 "Habitual attention is the most effective prayer which we can address to Truth that it may bestow itself upon us."
1. Do you believe this?
2. Wherein lies the force of the sentence?
3. How can your recollection of it be assured?

B.

### WHAT SCHOOL DISCIPLINE IS MOST VALUABLE?

Not only the question "What knowledge is most worth?" but what discipline is most valuable is ever presenting itself to the thoughtful teacher. One would naturally expect some difference of opinion in regard to this question from those who teach and those who do not; perhaps, not an essential difference but one occasioned by the various points of view from which the matter is looked upon. One might expect a difference, if not so great in theory at least apparent in practice, between younger and older teachers or less experienced and experienced teachers. One might look again for a difference, in details at least, from the country and the city teacher.

But the difference is found not only in these various classes of teachers, but among principals of graded schools in cities of almost the same size, and even among principals of the same city, to such a degree that a careful observer is led again and again to try to get at what ought to be the root of all school government. If we found agreement as to the great underlying principle, we might look with no uneasiness but rather with pleasure at the adaptation of this principle to individual children, or to the same child in his wonderful first year of school-life, his boyhood period when his own concerns seem to him of infinitely vaster importance than the great world about him, or his days of youth when the man is struggling within him bringing him to that critical period when so much of life depends upon what his early manhood is.

Not finding agreement we look for causes of difference. One principal estimates the young teacher under his care (and here we must remind our readers that *his* means *her* also) on the basis of what is done for the day; the other, on what is done for all time; the one, on the appearance of the school; the other, on what lies back of that appearance: the one, on what is done alone; the other, on the motives of action so far as the human eye can judge them; the one, on a room without noise, fine ranks, a desire to excel for the sake of being first; the other, on the kind of quiet that comes from being engaged in one's work, an orderly because gentlemanly way of moving about, a desire to do everything as well as it is within one's power while being led to the spirit "whosoever will be chief among you, let him be your servant."

The difference between judges being so great, is it much wonder that the young teacher is puzzled as to what is right, that she puts a line in



her ideal teacher to-day and rubs it out to-morrow, perhaps to trace it again on the third day? Nor is this all. If she is one of those promising young teachers filled with enthusiasm to be all that is possible, she reads sketches of the lives of those who have been regarded as greatest in the profession of her choice. She studies Pestalozzi and Froebel with a mingling of admiration and surprise, and then shakes her head and says, "Pestalozzi at any rate would lose his place if he lived to-day, because he could not keep order."

The experienced teacher with careful powers of observation and intense desire to get at the right in this matter, not only for her own sake but for the young teacher whom she may influence, studies with all the energy of her soul all she can find on this subject. She reads from our present noted National Commissioner of Education: "The work of women, in any grades from the primary up to the college, does not need supplementing by men for any reasons of scholarship, but it is generally believed that the young should have the personal influence of both men and women as teachers. As a class, the women are apt to be minute and exacting, and this when it develops into a fault, takes the form of petulance of manner and mechanical precision in methods. The men are more apt as a class, to discriminate in regard to principles and essentials, and to lay less stress upon mechanical details. This tendency often degenerates into a carelessness in discipline and instruction which permits pupils to neglect details that are essential to progress." It is easily seen that this can be applied to both instruction and discipline. One must admit that many school men are truthfully described by Dr. Harris while some male teachers are just as "petulant and mechanical" as it is possible to be, belonging to the "old women of both sexes." But one thing is settled that there are essentials and non-essentials in school discipline and in instruction. Now, what shall be the criterion by which we shall determine to what division any particular thing done in the school-room belongs?

One says that school government is for the purpose of making mental work possible. It is true that the majority of pupils are better able to work in a quiet school, but to give such an answer to our question would be to make moral development subordinate to mental; while the great purpose of mental development is to make clearer to us what is right and the way of attaining unto it.

Another says that school discipline has for its great end the making of good citizens. That is certainly one purpose for which the schools exist; one reason for the taxation for school purposes of the man who has no child, to educate the child of the man who is commonly said to pay no taxes. But what makes a good citizen? Can one be such without being an upright, honorable man? Can he be such without attending to the duties of citizenship, including the exercise of suffrage? If he is a citizen that blesses his city, is an honor to his State, must he not rise beyond the mere respecting of the rights of others to an unselfish interest in their welfare? To be such a citizen, he must be first a good man. Then, in the school-room, the boy must be taught to be, not seem. He must be trained to guard himself and not expect to be watched con-

tinually by the teacher. He must be trained not to desire good marks unless they really belong to him. He must be trained to "Render to Cæsar the things that are Cæsar's." Trusted by the teacher, he will learn to make himself worthy of that trust. He must be taught the sacredness of obligation, of duty, and that the time for discharging an obligation is just the time at which it is due; that in a certain sense things cannot be "made up"; that time once lost is never found. An infringement of law is not an offense against the officers of justice, but against the law for the execution of which they stand. Wrong doing in the school-room is not an offense against the teacher; it is an offense against the law of the school, which ought to be one with the moral law. Emulation carried to too great an extent becomes selfishness, and at the root of every sin is selfishness in some of its many forms.

Can a man be a good citizen without a strong sense of justice? Does a teacher inculcate a love of justice who "keeps in" a whole class at a time? If he does not injure the sense of justice, does he not stir the anger which rankles at the sense of injustice? If these mistakes against right school government were made simply by the young, inexperienced, and poorly educated teachers, we might hope for what higher education and a few years of service might do, at the same time that we felt compassion for the children suffering from the faults of others. But when they are made, as sometimes happens, by those who ought to be past the thoughtlessness of youth, who have had at least several years of experience in teaching, and have had the advantages of higher education, then it is time to call with an imperative voice for answer to the question, What should be the test of everything used as an aid to school discipline? For myself I have as yet found but one answer,—everything that hinders or stunts soul growth is wrong; everything that helps the cultivation of the fruits of the spirit is right. The orchard is improved only by the cultivation of every tree in it; that alone is a good school in which we minister to the soul of each individual child.

MARGARET W. SUTHERLAND.

#### O. T. R. C.—TREASURER'S REPORT.

DEAR EDITOR:—Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my report in November:

G. A. Hubbell, Fairfield, Greene Co.....	\$ 25
Miss Beman Hirn, Chillicothe, Ross Co.....	50
Miss Sara Kitchen, Bellefontaine, Logan Co.....	25
Geo. W. Helter, Barnhill, Tuscarawas Co.....	1 75
Miss Dora Finefrock, Waynesburg, Stark Co.....	1 50
W. H. Gregg, Quaker City, Guernsey Co.....	25
Miss Annie D. Stratton, Waverly, Pike Co.....	3 25
E. C. Eikenberry, El Dorado, Preble Co.....	8 50
Robt. W. Earlywine, Findlay, Hancock Co.....	25

Total.....\$16 50

CHAS. HAUPERT, *Cor. Sec'y and Treas.*

*New Philadelphia, Ohio, Dec. 26, 1891.*

# EDUCATIONAL INTELLIGENCE.

—The Ohio College Association held its annual meeting at Columbus, Dec. 28, 29, 30.

—A literary contest between the high schools of Cambridge and Barneeville will be held at Cambridge last of January.

—The Guernsey county institute was held at Cambridge, last week of the old year, with A. B. Johnson and C. W. Butler as instructors.

—The teachers of Highland county had a good meeting at Hillsboro, Nov. 14. The papers and addresses were good, and much interest was manifested.

—The teachers of Greene county were in session at Xenia, December 12. J. P. Sharkey, of Eaton, and Chas. L. Loos, of Dayton, had places on the program.

—Plain City, Madison county, has a beautiful new school building, occupied this term for the first time. Supt. Geo. A. Chambers and his seven assistants are to be congratulated.

—A call was issued some time ago for a meeting of Ohio scientists at Columbus, Dec. 31, for the purpose of organizing a State Academy of Science. Several other states have had such societies in successful operation for a good many years. Ohio should not lag in such a matter.

—The twenty-third annual session of the Franklin County Teachers' Institute was held at Columbus the last week of the old year, with Dr. J. P. Gordy, Supt. Arthur Powell, Miss M. W. Sutherland and J. D. Luse as regular instructors, and Dr. E. T. Nelson and Supt. W. W. Ross as special lecturers.

—The Mahoning County Teachers' Association met at Youngstown, Dec. 12. In addition to several papers and addresses, the program contained the following topics for general discussion:

1. What shall Mahoning County and Ohio teachers do toward representing our schools and school-work in the World's Fair?
2. How secure more school visitation on the part of parents?
3. How reduce the proportion of dishonest work among pupils?
4. How can the newspapers aid the schools?
5. What prominence should diacritical marks have in the teaching of spelling?

—The Tri-County Association (Wayne, Ashland, and Medina) held a very successful meeting at Lodi, Dec. 4 and 5. The elocutionary contest of Friday evening was a departure that proved highly interesting as well as beneficial. Seventeen persons entered the class, five boys and twelve girls. They represented every class of common schools. Taking them as a whole, they acquitted themselves in a very commendable manner. The first prize, a Worcester's Unabridged Dictionary, was awarded to Miss Nina Given, of Wooster High School; the second, three silver dollars,

to Miss Julia Booth, of LeRoy High School. The judges were Supt. R. H. Kinnison, of Wellington, Supt. A. D. Beechy, of Norwalk, and Prof. W. V. Rood, of Akron. Saturday's meeting, held in the chapel hall of Lodi Public School building, was very largely attended. Supt. Maurer, of Loudonville, read a paper on "Supplementary Reading" which caused much discussion. Miss Love J. Sheeley, of Fredericksburg, gave a logical and complete exposition of what the first three years of primary instruction should be. The Reading Circle came in for its share of consideration at the hands of Messrs. Lowden, of Fredericksburg, Dietrick, of Rittman, and others. Supt. Kinnison read a paper entitled "Looking Backward," not in the Bellamy sense, but in review of the salient points in the pedagogics of the past. State School Commissioner Miller was present and delivered a very eloquent and inspiring address. Prof. B. W. Burgess, of Akron, had charge of the musical program, which, on account of its variety and excellent rendition, was one of the most enjoyable features of the meeting.

The following officers were elected for the ensuing year: *Pres.*, B. F. Hoover, Lodi; *Sec.*, Miss L. Smith, Smithville; *Ex. Com.*, W. M. Glasgow, LeRoy, T. S. Lowden, Fredericksburg, G. C. Maurer, Loudonville. The mid-winter meeting will be held at Smithville, February 12 and 13. Dr. A. E. Winship, of Boston, Mass., will deliver the evening lecture.

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—S. O. T. A.—The annual meeting of the Southern Ohio Teachers' Association was held at Manchester, Friday and Saturday, Nov. 27 and 28. The attendance was quite large, and the sessions interesting. The exercises were interspersed with music, drills, and recitations by pupils of Manchester schools. These were well rendered.

Mr. W. S. Foster delivered the address of welcome, to which Dr. Thos. Vickers, of Portsmouth, responded. Three excellent papers were read during the afternoon: "Reading," by Supt. F. S. Alley, Ripley; "Character in Public Schools," by Supt. W. M. Clayton, Piquette; "Literature in Schools," by Supt. W. R. Comings, Ironton.

At five o'clock, all the members of the Association were invited to a most bountiful repast, served by the good people of Manchester.

In the evening a large audience listened to a very able address by Dr. Vickers, President of the Association.

On Saturday morning the following topics were discussed:

1. "The Pupils' Reading Course," opened by Supt. F. S. Alley, Ripley.
2. "Misdirected Energy in Teaching," by Supt. Waters, of Brown Co.
3. "A Noisy School vs. A Quiet School," by Supt. W. R. Comings.
4. "What Else Can We Do for School Organization?" by C. L. Swain, Peebles.
5. "Do We Look after Indigent Pupils As We Should?" by Prof. Smith, of Rome;
6. "The Truant Law," by Supt. F. S. Alley.

Officers elected for next year: *Pres.*, Supt. J. W. Jones, Manchester; *Vice Pres.*, Prof. Naylor, of Adams, Prof. Kalbfus, of Brown, Prin. I. N. Keiser, of Lawrence, Supt. W. M. Clayton, of Pike, Prof. J. S. Thomas, of Scioto; *Sec.*, Miss Clara Grimes, Manchester; *Treas.*, Miss Rebecca

Hutt, Waverly; *Ex. Com.*, Supt. W. R. Comings, Ironton, Supt. Waters, of Brown, Miss Emily Ball, Portsmouth.

Next meeting to be held at Portsmouth.

EMILY BALL, *Sec'y.*

—DEAR EDITOR:—The following report makes its appearance somewhat late, owing to the fact that the secretary let the newspaper reporters have the proceedings of the meeting, and they were not returned until it was too late for the last issue of the MONTHLY. W. W. D.

The meeting of the Central Ohio Teachers' Association held in the First Baptist church, Dayton, Nov. 6, and 7, was the largest and best in the history of the organization. It is estimated that there were twelve hundred people in attendance at the session on Friday afternoon, and that about one thousand of these were teachers.

After music, and prayer by Rev. Mr. Colby, pastor of the church, Supt. Van Cleve, of Troy, delivered a very able inaugural address, in which he exhorted the teachers to a more faithful and earnest performance of their professional duties. The program for the afternoon was carried out in full.

A recitation in primary reading was conducted by Miss Mary Gordon, of Columbus.

A paper, "What do we owe our Pupils," was read by Miss Jennie Langan, of Dayton, and discussed by Miss Margaret Burns, also of Dayton.

"What can be done to make teachers more efficient school workers?" was discussed by Supts. J. W. McKinnon, of London, E. B. Cox, of Xenia, C. W. Bennett, of Piqua, and E. S. Cox, of Chillicothe.

The evening meeting was addressed by Ex-Supt. Howland, of Chicago, his subject being "Our Calling." The address was an able effort and it was listened to by an appreciative audience.

Supt. B. B. Harlan, of Middletown, was first on the program for Friday morning. His paper on "The Needs of the Hour" was a thoughtful and well written production. He was to have been followed in the discussion by Supt. N. H. Cheney, of Washington, C H., but he being absent, Supt. Hartzler, of Newark, and others occupied the time.

A paper, "Education Through Science," was read by Mr. George P. Clark, of Dayton, and discussed by August Mammes, of Springfield.

Besides the usual complimentary resolutions, the committee reported the following:

*Resolved* That in the death of Dr. John Hancock the Central Ohio Teachers' Association has lost one of its wisest counsellors and most active members, and the state and nation one of its foremost educators.

*Resolved*. That the members of this association be urged to use their influence with their senators and representatives in behalf of the bill for township organization.

*Resolved*, That one thousand teachers of Central Ohio in convention assembled protest against the inadequate recognition of the American public schools—which now seems probable—by the Columbian Exposition Commission, and respectfully but earnestly request that a suitable building be erected and furnished with the most approved school appliances, in which building, besides the usual exhibition of school work, there shall be actual teaching in the various grades by well qualified

teachers, and that thus the educational dignity of this country be maintained by bringing to the notice of our national guests the fact that educational development has kept pace with our phenomenal material growth."

ABRAM BROWN,  
J. M. MULFORD, } Committee.  
F. G. CROMER.

The following are the officers elected for next year: *Pres.*, J. C. Hanna, Columbus; first *Vice Pres.*, F. G. Cromer, Greenville; second *Vice Pres.*, E. G. Smith, Hillsboro; *Sec.*, Miss Mary Gordon, Columbus; *Ex. Com.*, A. E. Taylor, Springfield, A. J. Willoughby, Dayton, and N. H. Cheney, Washington C. H.

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### PERSONAL.

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—F. W. Wenner, of the Tiffin High School, has been chosen superintendent of schools at Upper Sandusky.

—Supt. F. Treudley, of Youngstown, spent the last week of the old year in institute work at New Castle, Pa.

—Supt. Sebastian Thomas, of Ashland, has an excellent article in the *Ashland Press* on Country School Commencements.

—A. M. Rowe, formerly of Steubenville, Ohio, is now superintendent of schools at Sioux Falls, S. Dak., a city about the size of Steubenville.

—Miss Gertrude Mathews, of Cardington, succeeds F. W. Wenner in the Tiffin High School. Miss Mathews is a graduate of the Granville Seminary.

—E. W. G. Vogenitz, of Brownsdale, Minn., formerly of Ohio, has been called to the superintendency of schools at Northwood, Worth county, Iowa.

—Supt. Henry G. Williams, of Lynchburg, Ohio, would be glad to make a few institute engagements for next summer. He is well qualified for this work.

—On account of illness mentioned elsewhere, the editor was compelled to cancel an institute engagement at Mercer, Pa., for the last week of the old year.

—Col. F. W. Parker, of Chicago, delivered a lecture at Alliance, Dec. 2, on "The Child and Its Development." After the lecture, a reception was tendered him at the home of Supt. and Mrs. C. C. Davidson.

—W. A. Rogers, teacher of grammar department, Leesburg, Ohio, is president of the Highland County Teachers' Association. Mr. Rogers is said to be the youngest president this association ever had.

—Miss Lauretta Barnaby, of Salem, O., a teacher of long and successful experience, has made a digression in the direction of stenography, type-writing, etc. She has belonged to the MONTHLY family for a good many years, and has the best wishes of the MONTHLY in her new field.

—Supt. W. R. Comings is winning high praise in his new field at Ironton. A local paper says everybody interested in the schools rejoices over the efficient and harmonious working of the schools under the new management.

—Supt. B. T. Jones, of Bellaire, awarded honors among the pupils, at the close of the fall term, for personal neatness, for neatest papers, for best language, for best recitations. A high degree of intellectual life and activity characterizes the schools under his management.

—Dr. Alston Ellis, of Hamilton, O., has been tendered the presidency of the State Agricultural College at Fort Collins, Col., at a salary of \$5000. We are glad to say that he has declined the offer, preferring to remain in Ohio, and Ohio very much preferring to have him remain.

—Miss Lelia E. Patridge, author of "Quincy Methods" and editor of Col. Parker's "Talks on Teaching," desires to make a few more institute engagements in Ohio for next summer. She has had large experience, having done educational work in fifteen states. She has charge of the department of pedagogy in the Stetson University, De Land, Florida. Correspondents should address her at Lake Helen, Florida.

### BOOKS.

*Moffat's Civil Service Examples in Arithmetic*, published by Moffatt and Paige, London, contains nearly 2000 questions and problems, used by the English Civil Service Commissioners, in the last ten years, in the examination of candidates for clerkships, etc., with answers.

*Italian Composition*. By C. H. Grandgent. Published by D. C. Heath & Co., Boston. Designed to accompany the author's Italian grammar, this little book contains simple exercises for practice in reading and translation, with vocabulary and appendix.

*Victor Hugo's Hernani*. Edited with Introduction, and Critical and Explanatory Notes, by John E. Matzke, Ph. D., Johns Hopkins University. Published by D. C. Heath & Co., Boston.

A neat and convenient edition of this celebrated play, for the use of students of French.

*Selections from Ovid*, chiefly the Metamorphoses. Edited by J. H. and W. F. Allen and J. B. Greenough. Revised by Harold N. Fowler. With a special vocabulary prepared by James B. Greenough. Boston. Ginn & Company. The notes are quite full and rather profusely illustrated. The text is in large clear type on clear white paper. Red edges. Uniform with Allen and Greenough's Latin Series.

*Stories for Home and School*. Written and compiled by Mrs. Julia M. Dewey. Principal Lowell Training School. Educational Publishing Company, Boston, New York, and Chicago. The stories are bright, pleasing, chaste, and pointed, all having an ethical bearing. It will please and entertain the young people, while it impresses lessons of obedience, truth, courage, kindness, patriotism, etc. It is good for home use, or for supplementary reading at school.

*Five Short Courses of Reading in English Literature.* With Biographical and Critical References. By C. T. Winchester, Professor of English Literature in Wesleyan University. These courses of reading were laid out for college students, and have been used for several years by the author's classes. They will be found suggestive and helpful to those having direction of the reading of classes and reading circles, as well as to individuals wishing to pursue a systematic course of reading themselves.

*The Gate to Cæsar*, by William C. Collar, A. M., Head Master Roxbury Latin School, is a simplification of Book II of Cæsar's Gallic War, so as to bring it to the level of the capacity of young students. A list of Latin synonyms follows the simplified text of each chapter. There are copious and helpful notes and exercises, and two vocabularies—one etymological. The unchanged text of the entire book is given, to be attacked after the mastery of the simplified form. Ginn & Co., publishers, Boston.

*The Information Readers.* No. 2. Every Day Occupations. By H. Warren Clifford, S. D. Boston School Supply Company, Boston. The purpose of this series is to supply such instruction as will aid pupils in understanding the life of the world about them. This second volume abounds in information about all kinds of textile fabrics and machinery for their manufacture, furs, leather, houses, tools, pottery, etc., etc. Though designed as a reading book, elocution is subordinated to information. The pupil is to become thoughtful and intelligent concerning the world and its work, not merely amused by trifling stories.

*A B C of the Swedish System of Educational Gymnastics.* A practical Hand-book for School Teachers and the Home. By Hartvig Nissen, Instructor of Physical Training in the Public Schools of Boston. With Illustrations. F. A. Davis, Publisher, Philadelphia and London.

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*English Words*, by Charles F. Johnson, is a most interesting and profitable study of derivations. It is not so profound as to be dry, nor so superficial as to lack value. It is at the same time scholarly and popular. In no other way are the results of one's education more manifest than in his speech. Precision and elegance of expression are unmistakable evidence of culture. The study of words is never without profit. Every addition to our knowledge of the force of words as well as every new word learned is an increase of power. This little book occupies ground peculiarly its own, dwelling somewhat upon the relationship and sources of English, and the word-forming instinct, with copious examples and illustrations. Though primarily designed as a text-book for high-schools and colleges, it is well suited for the private student and the general reader. Published by Harper and Brothers, New York. Price, 84 cents.



— THE —

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### TOWNSHIP OR COUNTY SUPERVISION ?

C. W. BENNETT, PH. D., PIQUA, O.

[Read before the N. W. O. Teachers' Association at Kenton, Ohio, Dec.  
29, 1891.]

School Supervision in this country is not an experiment. It has been long and thoroughly tried and proved. The importance of supervision is so well understood in towns and cities, that a proposition to abandon it is at once rash and unpopular. Very few efforts of this kind are ever made, and always with short-lived, harmful results. A train of cars will run for a little time, by the momentum acquired before the engine was detached; but it is retarded motion, rapidly expending itself. And so, a well-regulated school may show apparent progress from the power and skill of a former superintendent, but less than a year will satisfy any community of the disastrous results of such an experiment. A restless, disrupted school management, and a dissatisfied people, will, without delay, place the schools again in the hands of skillful supervision. The evil effects, however, of the interim have already outlived the experiment; and not unfrequently, many years of wise and patient endeavor are necessary to restore the schools to their former vigor and efficiency.

It is not the design of this paper to defend school supervision. It needs no defense, for it is an established fact. Even its opponents dare not gainsay its value. The resistance to it is upon other grounds. The graded school system is the direct outgrowth of supervision. If it is important that every school should have systematic classification; if it is desirable to provide wholesome and rational school government, void of offensive punishments; if it is the prime object of the common schools to make for the state good citizens, so to adjust the manner and matter of the thing taught, as to secure for the commonwealth the greatest good for the greatest number, then is school supervision an imperative question—a demand, indeed, as important for country as for city schools.

The chief differences between the graded and ungraded schools, consist mainly in these conditions: The one is methodical, the other chaotic; the one has systematic classification and works to accomplish certain ends, the other is worked without definite plans and purposes; the one has trained teachers working upon well established methods through a series of years, the other has untrained and inexperienced teachers, changed almost every season with the melting snow. Graded schools have teachers who have accepted their positions as a permanent employment; country schools are sometimes imposed upon by persons who make teaching a secondary consideration, and are preparing for other professions. Graded schools are steadily inspected and stimulated by skillful oversight; the country school has no helps, no uniformity, and but little inspiration from outside agencies. These differences are accounted for by the presence of supervision in the one, and the absence of it in the other.

It has passed into a trite parlance in modern criticism that the country schools have made no advancement in the last twenty years. Measurably, the same embarrassments of frequent changes of teachers, lack of uniformity of text-books, no course of study, no plans or helps to guide the young teacher, multiplicity of classes, teachers working the old A B C and other rote methods, inferior instruction, and poor discipline, it is charged, may be found to-day in the largest number of the ungraded schools of Ohio.

Now, I am not ready to admit fully this statement. Neither am I in sympathy with that sour, dispeptic class of complainers who charge all the faults of ungraded schools to the inefficiency of country teachers. In a certain sense, we must admit that the teacher is the school. He is the soul of the school. The spirit of the

pupils is largely the spirit of the teacher. Their scholarship rises no higher than the teacher's attainments. Their energy and ambition must be directed and inspired by like forces in him.

Nor do I attempt to excuse the teacher of any rank who fails for want of necessary study, energy or application. But all the deficiencies of the country schools cannot be justly attributed to their teachers. If some chronic fault-finder were shut up in a country school-room with 30 to 50 pupils of different ages and requirements, with a divided neighborhood sentiment, with often an incorrigible spirit among pupils, resulting from unfortunate discipline, with the work of eight years commonly done in graded schools in one conglomerate mass, he would have much less to say against the country school teacher. There is many an excellent and heroic teacher in the ungraded schools. But no matter how well qualified he may be, the circumstances under which he works are such as to render the highest efficiency impossible. And I am free to admit that there are, proportionally, no more teachers in the rural districts who intentionally slight their work, than there would be in the graded schools, if their work were not systematized and properly inspected.

There being no general head in each county to organize, counsel, and direct, the country school becomes, in a general sense, a waste-way of unused and misdirected energies, and of misapplied purposes. For want of executive management, schools in rural districts not only have utterly failed to keep pace with those in towns and cities, but in some localities have actually retrograded.

The bone and sinew of the state is its agricultural population. Every consideration of intelligent state policy demands that its schools be brought up to the standard made necessary by the spirit of the times. To keep abreast with all other progressive tendencies of our age, the state cannot longer afford to deprive these schools of a most potent means for their improvement.

There is some difference of opinion as to the relative values of county and township supervision; and which of the two agencies is the more practicable? It is to this question, mainly, that this paper is directed. Both classes of organization are of pertinent interest, and are to be strongly commended,—both have been tested with very satisfactory results.

County supervision is an old theme. As early as 1837, a measure was introduced in the Ohio Legislature looking toward the supervision of the common schools of the State. The effort failed.

Similar bills have been proposed and as often defeated, at nearly every session of the General Assembly, since that early date.

But successive defeats have brought only chagrin and discouragement. How are they to be accounted for? Doubtless, the cause is traceable to a misapprehension in the public mind.

We have already said, supervision is not an experiment in this country. Many states have shared its benefits for years, and it is now the settled policy of all these states. Indiana, Illinois, Iowa, Kansas, Colorado, indeed, all the western states, have adopted county supervision, and are eminently satisfied with it, and it has become a part of the web and woof of their State school policy. Pennsylvania and New York have excellent systems of county supervision. Illinois adopted it in 1845. Said the Hon. Newton Bateman, of that State, many years ago: "I proclaim again, that county supervision is the right arm of our school system, its strongest living element of power, the most closely identified with its future progress and development. No more disastrous blow could be aimed at the system, than one directed at the life of the superintendency."

Said the Hon. H. B. Wilson, of Minnesota: "Long experience in those states where the county superintendency system has been tested, as well as our own, proves beyond controversy the efficiency of this plan of school management; and when the entire time of this officer is devoted to school supervision, its efficiency is best displayed, and the office best sustained."

Hon. Thos. W. Harvey, in his report as School Commissioner of Ohio, in 1872, makes a strong appeal in this language: "In all business enterprises, supervision is acknowledged to be an essential condition of success. A manufacturing or commercial firm which neglects to employ this safeguard, invites failure and insures bankruptcy. It economizes motive power, adapts means to ends, and protects against fraud and deception. Twenty-one states and territories have already made supervision a prominent feature in their school systems."

And now, it is true that nearly every progressive Northern State, except Ohio, has adopted county supervision. These are unanswerable arguments in favor of it. There can be no doubt of its practical value. It is a force, when properly operated, which will unify and give foundation and permanence to the country schools. It will inspire public confidence. It will hold firmly together a county organization. It will save money for the people, by the

regulation of text-books to be used, by properly protecting and disbursing the school funds. It will serve a valuable purpose in preventing unnecessary sub-divisions of school territory, and the erection of expensive school buildings. By a fair calculation, shown in the Ohio School Commissioner's Report for 1876, it is proved that supervision would save nearly \$100,000 a year, to the school funds.

Again, the county superintendent, it is claimed, will improve the county teachers' institute, and adapt its instruction with definite aim to meet the demands of the country school teacher. It must be admitted that too large a proportion of the instruction given to country teachers in these institutes is meaningless rubbish. And much of the less questionable information imparted by institute instructors is irrelevant. Teachers put it aside as so much sonorous nonsense, so far as their work is concerned.

That so much of county institute work is rejected by teachers in rural districts is to be accounted for by this fact: There are too many set lectures on the philosophy of training, stereotyped rehearsals of theory and practice which cannot be applied, lessons on objects, the kindergarten, natural science, bundles of abstruse puzzles in mathematics, aimless reviews of parsing and diagrams in English grammar, all crowded into a conglomerate mass, and wedged into a few hot days in August. This is not an unfair representation of many county institutes in Ohio. We all concede the necessity of training the country teacher along the line of his work. Give him something he can apply, send him out with a kind of inspiration which wakes up the dormant energies, and stimulates a greater relish for knowledge, a higher incentive for a study of the best methods. County supervision will be very helpful here.

But to my thought, township organization coupled with township supervision, under the present status of country schools in Ohio, is the more practicable system. The radical difficulty in the country is the want of continuity, and a broader qualification for the teacher. Not necessarily a higher qualification,—though that would be of unlimited value,—but a discipline in tact, earnestness, sympathy, ethical culture, conscientiousness, clearness of perception, right decision. These qualifications come from close contact with a wise counsellor. The county superintendent is too far removed and his work too widely distributed, to render the necessary personal help to inexperienced teachers. The township superintendent can be oftener with his teachers, following the details of work, de-

vising ways and means, suited to make a teacher successful in the community he serves, when he would otherwise fail. He would infuse into the teacher and his pupils exactness, definite aim, elevation of purpose. Competition, growing out of systematic organization, would be made by him to glow with inspiration and quickening power. In a word, he would raise the standard of teaching, by frequent and just inspection. This is an indispensable condition of improvement.

The quality of the inspection will go to determine the character of the school. It may be said that this inspection would be crude and imperfect. In some sense, this would be true, but it will grow, as it has in the city schools, to a strong and efficient system, rendering everywhere the highest satisfaction.

The State is not radical enough in its methods to obtain good teachers. This is the vital question. Whatever may be said of State progress and State pride in other things, it is a deplorable fact, that fifty percent of its teachers are, practically, beginners and untrained. Rural districts suffer most from such apprenticeship. The most important thing to do just now is to train teachers.

Every county in the State can have township supervision under the present law. We ought to use the provisions of the statutes we have. It is not just to say that the State has provided no progressive laws for its common schools. We have a law for township organization and a course of study, which also permits township supervision. But the mistake is the law is optional, when it should be mandatory.

Again, it is a generally conceded proposition, rapidly growing in favor, everywhere as it comes to be understood, that each township should have but one school board, composed of as many members as it has sub-districts, and composed of one member from each sub-district. To this board should be given the same powers, delegated to town and city boards, thus vesting it with a wider and more intelligent management of affairs. Township supervision could be easily operated. Each township would then become a school corporation of itself, consisting of one school board and one supervising head.

Numberless complications which now exist under the conflicting authorities of township and local boards, would be readily adjusted. Reserving the right to each member to nominate teachers, and to make other recommendations for his sub-district, all that is valuable in the present sub-district plan, would be retained.

The township board, being responsible for the right management of all the schools in the township, would be disposed to use much deliberation and caution in the letting of contracts, the equitable apportionment of school funds, and in the selection of teachers.

Let me outline a plan which may be successfully operated under the present law.

1. Let the township board employ a township superintendent, selecting the most skillful country or village teacher in the township, at an extra expense not exceeding \$100 a year; this teacher to be granted the privilege of teaching one of the schools in the township and of supplying his place on the days when it is necessary to visit the other schools.

2. Let a course of study—better a county course—consisting of eight years and covering all the work of the country schools, be adopted by the township school board; a committee, consisting of progressive country teachers and a representative from each township board, be appointed to first present the course of study at the summer session of the county institute, there to be discussed and adopted by a joint session of the teachers and members of township school boards, on what may be known as "directors day." Let this course of study be printed and distributed to all the teachers of country schools, and to all members of school boards; then adopted by each township board before the opening of the schools in September.

3. Let a committee consisting of the township superintendents, or if no superintendent is elected in the township, some efficient teacher, be appointed to mark the progress of the course of study, and to recommend needed changes, at the next annual institute.

4. Let the country schools all be made to begin and end at the same time, making them uniform as to vacations and examinations.

5. Let one teacher be employed for the entire year, instead of having a winter and spring school, with a change of teachers within the same year.

6. Let teachers' meetings be conducted at stated times, perhaps once a month, by the township superintendent, when the work can be laid out, plans devised, experience exchanged, instruction of the superintendent given, and a free and general comparison of results shown.

7. Let examinations be held on the same days in all the districts; questions having been made out by the superintendent, or apportioned to the various teachers to prepare, then submitted to the

superintendent for his approval; the questions then to be printed. Let all examination manuscripts, after being graded by the teachers, be sent to the superintendent for his inspection.

8. Let regular promotions be made, at the end of the school year, records kept, final reports made to the superintendent, to be submitted by him to the township board.

9. Let there be held at the close of the school year an annual township school picnic and closing exercises for all these schools consisting of short original essays from pupils having completed the 'eight years' course of study; and let certificates, showing the same, be presented to these pupils by the township board.

10. The system would not be complete without the high school. Let township high schools be provided where there is no high school in a town near by. Let township boards, which is their right under the law, where no township high school exists, pay out of the township school fund, the tuition of the pupils, who, having completed this course of study, wish to attend the town and city high schools.

These are some of the salient points, favorable and practicable, in the improvement of country schools *under the present school law*. Every county, to my mind, should effect an organization. They are only an outline of plans in successful operation in some of the country schools of the State.

Public opinion is stronger than any statute. Indeed law is but the product of public opinion. And when the people come to know, by actual work, the necessity of organization and system, in their schools, legislation will be a much easier task.

My closing thought, in answer to this question, is, let us have township supervision, as a close, compact, working force, then county supervision in time, to unify and regulate the entire system. But, first of all, let us work for township supervision, sustained and enforced by a mandatory law.

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### A HOPEFUL VIEW.

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BY W. H. VENABLE, LL. D., CINCINNATI.

To the thoughtful educator, who, "looking before and after," pauses to consider the relation of his work to the great problem of human civilization,—a resort to broad general views and leading principles is sometimes essential. The mind needs ascend from the plain to the mountain top, in order that "this scene of man,"



may be beheld in its true proportions showing just how the parts connect to form the whole. Each laborer in the vast vineyard of time should have a clear conception of his particular station and its bearing on what lies around him. The earnest and conscientious teacher cannot rest satisfied to spend his days in efforts which may not be of any use. He wishes to feel some assurance that he is not throwing his energies away. He cannot work with zeal or power without the encouragement that comes from a confident feeling that he is expending his force for a good purpose, and that his endeavor goes towards the betterment of man.

Whither does all our civilization tend? Is the world becoming better? Do the social institutions contrived by the nations really succeed in putting humanity forward and upward? Is the prospect inspiring?

Ethnologists point out diversities of race and condition among mankind, and roughly classify tribes and nations,—savage, half-civilized, civilized, enlightened. These distinctions mark differences in degree of progress. All created, living things move forward along lines of development, but not with equal speed. Individual peoples, and individual persons, seem to lead the advance of civilization, as particular waves precede the general tide. But the tide comes in at last. It is not the assumption of optimism,—it is the testimony of history, that the world grows better as time rolls on. Evolutions do not go backward any more than do revolutions, though both may appear to go backward.

Edward B. Tylor says, "We may fancy ourselves looking on civilization, as in personal figure she traverses the world; we see her lingering or resting by the way, and often deviating into paths that bring her toiling back to where she had passed by long ago; but, direct or devious, her path lies forward, and if now and then she tries a few backward steps, her walk soon falls into helpless stumbling. It is not according to her nature, her feet were not made to plant uncertain steps behind her, for both in her forward view and in her onward gait she is of truly human type."

It matters little what is the true theory of the genesis of man, but our conception of his destiny is all-important. Biology may trace the azure corpuscle of the finest gentleman or lady in the land back of America and find it in Europe; back of Europe and find it in Asia; back of Adam and find it in ape; back of ape, in amoeba or in protoplasm.

"All that is we have been,  
Of earth, air, or sea;  
Whether wing, foot, or fin,  
One kindred are we.

In our blood flowing down  
From primitive man,  
Savage, saint, sage, and clown,  
Have blent as it ran."

Perhaps the history of life may be only the description of this wonderful stream, with its obstructions, stagnations, torrents, and meanderings. The facts of man's natural history appear much the same whether the development theory be accepted or rejected; the words evolution and civilization are practically interchangeable. There is a general agreement that primitive man was barbarous; that in the stone age our species were less enlightened than in our own times. Some energy, divine or human, worked hitherto and still works in the "paragon of animals," for his melioration.

The reign of Thor is drawing slowly but surely to its close. The dictionary of the better time will contain no such word as "bulldoze." "Knock-down arguments," and "shot-gun policies," shall go the museum with the rack and the iron boot. As man's blood filters down from generation to generation, the ferocious ingredients will be left behind, as dregs, and the kindlier elements will predominate more and more. Boys will not be born with a propensity to cruelty and destructiveness. They will not find a pleasure in torturing dumb animals, or bullying their weaker fellow creatures. Will they not rather inherit that forbearance which answers yes to the poet's word:

"Hast thou named all the birds without a gun?  
Loved the wild rose and left it on the stalk?  
Unarmed faced danger with a heart of trust?"

The well-born youth whom posterity will nurture will not haze his companions at college, nor take his enjoyment in riotous tumults, and savage "rushes," which suggest the strength-measuring esquimaux with their knives of bone. The domination of the arteries will be less absolute, and the stream of reason shall more and more abound. The jungle-fostered passion for the chase will decline and finally disappear. For the coming man will have no impulse to crush or to kill. Like Prince Siddartha, he will cherish all life, and will rescue man and bird and heart from suffering. The survival of the fittest will mean to him, the triumph of good over

evil, of love over hatred, of mercy over revenge, of peace over war.

The teacher who realizes all this, who hopes and believes in man's sure progress, who sees a noble and beautiful future spreading out before the people who move in the procession of earth's generations,—such a teacher will work with a will, a purpose, and an inward joy. The ideal towards which he strives will daily seem more nearly real. He will never despair.

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### **RANDOM NOTES FOR TEACHERS' MEETINGS.**

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W. R. COMINGS, IRONTON, O.

The best work of the teacher is that of getting the pupils to think. Neither knowledge of itself, nor memorizing can take the place of it. Hit or miss queries and problems may arouse some interest, some thought, but that work is best which follows some connected line of thought, and which at stated times results in the establishment of principles that make clear the purpose of steps already taken, and the direction of work yet to be done. Too much help in the preparation of daily lessons neutralizes all the good that might otherwise be gained. Get the pupil into deep water occasionally, but keep your eye on him.

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In studies like geography and history the main purpose often seems to be glib recitation of the text. This is short-lived knowledge, and an utter failure as a memory training; but as a training for quick forgetting it is entirely successful.

The real good in these studies are the habit of careful reading, the collection of related and pertinent facts, a synthetic arrangement of them in the mind, and a logical presentation of them in the recitation. Given these ends, and it matters little whether or not the pupil can answer the stock questions of the examiners. He may fail in many ways; but he is on the "royal road."

All history and geography should be studied by topics, and a variety of books for reading and reference should be at hand. Not so many paragraphs or pages; but so much as can be learned about this or that, should be the direction in assigning lessons.

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Few things so completely drain the mind, dissipate energy, and absorb attention as society affairs. An over-plus of society, flip-pant talk, and late hours are the enemies of earnest school work. A desire to lead and shine at the club by night detracts very largely

from the power to shine by day. As the social circle becomes more pleasing, the school becomes more dull. One's best energies, as teacher or pupil, go where his chief interest lies.

Nor can the lack of energy in school be wholly charged to euchre clubs and dances. The church itself is sometimes a demoralizing influence. When pupils, singly or in platoons, are kept from school to prepare for or assist at church entertainments, and when children are out late at night, as they often are, in attendance upon this form of social dissipation, much harm must result to the school work.

The wise teacher is never a recluse, but he makes all things subordinate to his profession.

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From the vigorous corporal punishments of former times, the pendulum has swung to the other extreme. Opposition to the rod is the popular fad. Consequently, we have no end of weak dawdling and coaxing in the management of children.

But why either extreme? The teacher who can always find something for idle hands to do, and can make that something interesting;—who can compliment an act well done, can feel sorry rather than abusive over failures, and who can be a companion and a *leader*, will seldom if ever have occasion to use the rod.

For the *rod*, substitute *earnestness* and *fact* rather than moral suasion. The last has become the synonym of weakness. It is, after all, the *firm* ruling that cultivates respect, courtesy, nobility, and sturdiness of character.

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If the teacher notices beautiful thoughts in the reading lesson, the class will not be slow in appreciating.

If the teacher exercises ingenuity and discretion in preparing problems, topics for investigation, etc., and shows an interest, even a desire to learn, the class will not be slow in catching the spirit and in knuckling down to the work.

There is nothing more catching than work unless it is idleness. It is better to regulate a boy's activity than to suppress it.

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The day is past when communities will be content with the cheapest and plainest of school buildings. The attractive in architecture is seen everywhere. Even the æsthetic in art and literature is coming to be looked upon as an essential part of children's education. No school room is properly equipped without good pictures and fine literature. Good taste is desired and must

be secured. But good taste, when acquired, is more than attractiveness to the eye, it is attractiveness to the ear as well. To teach pupils to talk easily, pleasantly, and intelligently, is as important a part of their education as is the art of written composition. By means of quiet, informal conversations with the school, a teacher may inculcate gentle manners, good morals, and generous views.

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"Don't talk *shop*." But how can the poor teacher help it? Every one he meets opens conversation with "Well, how goes the school? How is Clarence doing now in number?" It would appear that nothing is left for the teacher to do but to talk about that which seems to interest everybody.

It is deemed really discourteous for the lawyer or business man to put forward his personal affairs as topics for conversation. Fortunately it is becoming so with teachers in the cities; but in smaller towns and villages the teachers are constantly in danger of posing as models, of talking on stilts, of becoming pedants.

Hence the advice, "Don't talk *shop*," is good advice. And teachers should industriously seek for other topics of conversation, even though they may sometimes be thought lacking in enthusiasm in their work.

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It is not the brook in its babbling course that turns the mill, but, stopped and held in check until it has gained head and power, then, when needed, it will turn the wheels of industry.

A teacher in her work who is forever talking, explaining, helping, is power running to waste. Instead, she should hold herself in check and strive to get ten thoughtful words from her pupils for every one she utters.

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As a rule, the poorest teachers are those who teach as they were taught. The next are those who seek the good methods of others and copy them. To the highest grade belong those who appreciate the present needs and existing methods, but who, studying principles, causes and results, are led to adopt ways at once original and effective.

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Where knowing is sufficient, we do not need faith; but where knowing does not use its power, or loses it, we should not contest the rights of faith. The two should not neutralize but strengthen each other.—*Gæthe*.

### **WHAT A COMMON SCHOOL COURSE SHOULD ACCOMPLISH.**

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Superintendent L. W. Day, in his last report to the Cleveland Board of Education, thus summarizes what may reasonably be expected of a pupil who has completed the primary and grammar school course of study:

That he shall be able to read at sight any ordinary English production, gathering at first reading a fairly correct outline of the same, with many important details. That he shall be able at first effort to reproduce this outline in an acceptable manner, either orally or in writing. That he shall be able to hold intelligent conversation upon the leading facts of American history, including the public services of many eminent statesmen, generals, authors, and inventors. That he shall have a fairly accurate knowledge of the various forms of civil government throughout the world, and of the condition of the common people under each. That he shall understand something of the relations of climate, drainage, and soil to the leading occupations and industries of the people of various countries; that he can give many facts relating to the great physical features of continent, ocean, and country; that he understand much of the political importance of the leading countries of the earth, and know something of our commercial enterprises, both home and foreign. That he shall have an accurate knowledge of the fundamental relations of numbers which will enable him to build rapidly and surely, as advanced mathematics may be undertaken or business entered. That through drawing he shall have a hand trained in the expression of the language of form. That through his ability to read and render common music at sight, he shall be especially susceptible to the refining influence of song and chorus. That he shall have the power to observe, to compare, to deduce, to determine for himself, in view of given facts. That he shall understand his own physical organism sufficiently well to care properly for his general health and cleanliness, and to avoid the baneful effects of narcotic and stimulant. That through his association with his schoolmates, both at play and study, and through his obedience to properly constituted authority, he has received continuous lessons in elementary, practical civics, preparatory to future good citizenship. That while he has a fairly correct understanding of his own personal rights and privileges, he also understands the rights and privileges of others and cheerfully respects them. That

as a result of all this and much more that the school has afforded him, he shall be in the conscious possession of many of his own faculties, and that with further suitable guidance he will be able to think and act for himself wisely and discreetly, as the years of maturity approach.

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**A LITTLE TALK ABOUT READING.**

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MARY A. CUSHMAN, AKRON, OHIO.

With the multitude of books issued every month, the number of thoroughly good magazines, and the necessity of reading in the daily and weekly papers, at least enough to keep in touch with the times, it becomes a question of importance what to leave unread. Add to this, in the case of teachers and other professionals, the necessity of keeping up their specialties, and it seems as if there would be no time left for anything but reading.

Perhaps it is because they despair of reading all they would like to read, that so many say they are reading nothing; probably it is the bewildering amount of material that makes choice so difficult, so that "Do tell me what to read," is a common request, even among well educated people. And, no doubt, the same cause has produced reading circles, courses of reading, and similar make-shifts. If there is no better way, these are good; but a course of reading marked out by a committee for the general public, is a good deal like ready-made clothing,—it may fit, and it may not. E. E. Hale, in his "How to Read," showed the ideal process of constructing a course of reading. The attention being drawn to some point of interest, the best authority on that subject is sought and read, and the collateral points followed out, as one author after another suggests, or leaves something more to be desired. To illustrate, "The Lady of Fort St. John," in the *Atlantic Monthly* for '91, awakens a desire to learn something more about the early history of Canada. This can be found in Parkman's Histories, especially The Pioneers of France in the New World, Jesuits in North America, The Old Regime in Canada, and Montcalm and Wolfe. If these begin to tire a little, there are Cooper's Last of the Mohicans, Thoreau's Yankee in Canada, Warner's Baddeck and That Sort of Thing, and Evangeline, to refresh one, all grouped about the locality, and two of them tales of the time. Evangeline may excite a desire to know something about the rivers and prairies

of the West and South. For that, E. E. Hale's *Gone to Texas*, Wm. M. Baker's *Mose Evans*, or *Virginians in Texas*, Dana's *Two Years Before the Mast*, Cable's *Old Creole Days*, Harte's *Tales of the Argonauts*, and Mark Twain's *Old Times on the Mississippi*, will lighten up the solid information found in Richardson's *Beyond the Mississippi*, Ludlow's *Heart of the Continent*, Taylor's *El Dorado*, King's *Mountaineering in the Sierra Nevada*, and Parkman's *Oregon Trail*.

These, in turn, will suggest other topics of interest, and although one may not always know where to find the best work on the subject chosen, at least it will be clear what is wanted, and asking will usually result in finding. That this method of reading is best for general reading, I believe. The attention is held, the interest does not flag, the variety keeps the mind fresh, and, what is delightful, is longest remembered.

Then, too, this method preserves individuality. It would seldom happen that the same course would be chosen by any two people, and in these days of organization and tendency to crush everything to a dead level of uniformity, this consideration is of some importance.

In the selection of particular books, the magazine book-reviews are a great help. I should certainly read the reviews in one magazine, in two if possible, and, if the latter, should take one from each great city,—The *Atlantic* from Boston, and *Harper* or The *Century* from New York. The New York *Tribune* has excellent reviews also. This will save the time of looking over every new book to see if one wants to read it, for a summary of the contents will answer just as well; and this suggests another method of saving time; namely, judicious skipping. Unless in the case of a text-book, an author seldom need be read *verbatim et literatim*. The best of books contains a good deal of padding, and can be greatly condensed without much loss. If the object sought in reading a book is clear to the reader, a rapid process of elimination can be adopted, taking only the matter needed. For instance, in reading a book of travel to learn about the country, all the personal experiences of the author not immediately descriptive, might be skipped, and all conversations, philosophic reflections, etc. It is not important what he said, felt or thought, but what he saw.

Purpose in reading is as essential as purpose in life. Aimless reading is a sure sign of mental dyspepsia. With such a sea of knowledge unexplored before us, to waste time in reading without



knowing from the start what is wanted from the author, is almost a sin. It is always a mistake. Learn the point of view of the author. Warner would not be likely to give much information about the flora or fauna of a place, but he could be safely trusted to report all the oddities and drolleries of the people. Thoreau could find facts enough in a single mile to furnish a volume. Mrs. Catherwood, from a summer in Canada and the reading of Parkman's histories, reproduced the life and times of Count De La Tour, and peopled the fort of St. John with characters that will stand hereafter accepted as real historic personages, as Shakespeare's Kings and courtiers do. Longfellow, from the same sources, evolved Evangeline. Each finds what he has eyes to see, and the bent of the author once known, selection is simplified.

As to what to reject,—much of the news of the day is better left unread. The stirring of the pool of politics is apt to bring up mud. The leading article in one of the great weeklies is better than more. All the annals of crime and accident are as well omitted, all controversial articles may be left till the case is settled and the result summed up.

It is well to allow time to test a new author, and not be in haste to read the very latest thing out. A really good writer is not long obscure, and no other is worth reading. On any given topic, the author that is acknowledged chief is enough to read; most of the minor writers have merely compiled from him, and the theme is sufficient without the variations.

After all superfluous matter is removed, and the choice made, the question comes, how to get time to read what is chosen. I can not help thinking that where there is a will there is a way. This is a busy world, but I seem to have seen that what each one cares most for, that they find time to do. Time to read one book each week, it seems as if any one could have. Keep the book always at hand, read while waiting for meals, read at meals if there is no other time, keep a book and light at hand, in case of wakeful nights. If reading makes sleep come, you have a remedy for wakefulness; if not, the time is put to good use. It is well to have two or three books on hand, at a time, of dissimilar character, so that when one tires, another can be taken up.

It seems so necessary that time for reading should be gained in some way, that it would even pay to abandon all fancy-work, and give up cards, and two-thirds of the average piano playing if need be, for these are temporary, and of a fashion that passeth away; but a good book, well read, will live while the soul lives.

## STATE EXAMINATION QUESTIONS.

USED AT THE EXAMINATION HELD AT COLUMBUS, DEC., 1891.

ARITHMETIC.—1. How would you present to a class the subject of addition of common fractions? Take as an illustrative example  $\frac{2}{3} + \frac{3}{8} + \frac{7}{16}$ . 2. A reservoir is 1.50<sup>m</sup> wide, 2.80<sup>m</sup> long, and 1.25<sup>m</sup> deep. Find how many liters it contains when full, and to what height it would be necessary to raise it that it might contain 10 cubic meters. 3. Reduce (a) .4685 T. to integers of lower denominations, and (b) 1.69408 to a common fraction in its lowest terms. 4. The boundaries of a square and circle are each 40 feet. Which has the greater area, and how much? 5. Find the date of a note of \$760, at 8 percent simple interest, which, when it matured Dec. 1, 1891, amounted to \$919.60. 6. A gentleman wishes to invest in 4½ percent bonds, selling at 102, so as to provide for a permanent income of \$1620. How much should he invest? 7. From one-tenth take one-thousandth; multiply the remainder by 10000; divide the product by one million, and write the answer in words. 8. Bought 50 gross of buttons for 25, 10, and 5 percent off, and disposed of the lot for \$35.91 at a profit of 12 percent. What was the list price of the buttons per gross? 9. Had an article cost 10 percent less, the number of percent gain would have been 15 more. What was the percent gain? Give analysis. 10. If the volume of two spheres be 100 cu. in. and 1000 cu. in. respectively, find the ratio of their diameters to the nearest thousandth of an inch.

GEOGRAPHY.—1. In what ways may the earth be considered, and what branch of geography treats of each? 2. Explain the change of seasons. 3. Locate the predominant mountain system and low plain of each of the grand divisions. 4. What are geysers and what are the great geyser regions? 5. Name five principal rivers, five principal cities, and five principal exports of each of the grand divisions.

GRAMMAR.—1. "At his birth an evil spirit  
Charms and spells around him flung,  
And with well concocted malice,  
Laid a curse upon his tongue;  
Curse that daily made him wretched  
Earth's most wretched sons among."

Classify the subordinate elements in the foregoing sentence and tell what each modifies. 2. Give the case and construction of

each noun in the foregoing selection. 3. Give the properties of each pronoun and tell what each adjective limits in the foregoing selection. 4. How are sentences classified according to form? Illustrate. 5. Give a formula for parsing verbs and parse each verb in the foregoing selection according to the formula given.

PHYSIOLOGY.—1. Describe the spinal column. 2. Into what two classes are muscles divided according to their function, and how may they be distinguished? 3. Describe the stomach, name the orifices through which it receives and discharges the food, and name three secretions which the food receives after leaving the stomach. 4. Name the organs of circulation, give their difference in structure, their function, the function of the semi-lunar valves, and tell what is meant by the "Circle of Willis." 5. Give the divisions of the nervous system, and the functions of each.

THEORY AND PRACTICE.—1. About what part of our present direct taxes are expended in the education of the youth of our State? Does education *per se* tend to make men moral? Give facts and arguments to prove your last answer correct. Is it then good policy for the State to spend so much money in teaching its youth? 2. Should the State tax the people to give the youth an education in any more than the common branches of a good English education? If so, draw the dividing line between the education that should be furnished at public expense and that which should be paid for by the recipient. 3. Should the State furnish free text-books to all the pupils in our public schools? If so, at what stage should the young man who goes through college begin to buy his own books? Give the arguments, pro and con, to the first answer. 4. Point out some of the dangers of making education of too easy acquirement. Does easily acquired education, so far as time, money and labor are concerned, tend towards dependence or independence of character? What is the most noble product that can be turned out by our schools? 5. Point out the arguments, pro and con, for manual training in public schools, art in public schools, free lunch for public school children, etc., etc. What is the tendency of each of these "new departures" in education?

HISTORY OF THE UNITED STATES.—1. To what extent have you studied the history of the United States outside of text-books usually found in the schools? 2. What biographical sketches of eminent Americans have you read? Name the author of each. 3. In the history of this country, what have been the most important

acts of legislation? 4. What have been the most important decisions rendered by the Supreme Court of the United States? 5. State the nullification theory and name three of its ablest advocates. Who was the author of the Virginia and Kentucky resolutions of 1798 and 1799? 6. Name and locate the territorial acquisitions made by the United States in the present century. 7. Name four of the most noted men that have held the office of Secretary of the Treasury. With what administrations were these officers connected? 8. Give the origin and outcome of Benton's famous expunging resolution. What attempts to secure legislation looking to the organization of the territorial possessions of the United States had been made prior to 1787? 9. What reasons had the United States for claiming a title to Texas? When, and by what treaty, was this title formally relinquished? What was the condition of Texas between 1836 and 1845? 10. What nations were interested in the Treaty of Paris, 1783? How was the antagonism between Jefferson and Burr engendered?

GENERAL HISTORY.—1. To what author would you go for the best account of the Graeco-Persian Wars? Of the Peloponnesian War? 2. What was the scope of historical writings of each: Livy, Sallust, Tacitus, and Cæsar? 3. How much of the historical literature brought to mind by the first and second questions have you read, either in the originals or in translations? 4. Describe the events that first gave Spain and France settled governments and made them prominent in European affairs. 5. What were the effects of the Norman conquest upon England? Describe the condition of Normandy and England just prior to the conquest. 6. Give an account of the different events that led to the formation of the New German Empire. 7. What circumstances brought such a vast territory under the rule of Charles V.? Where can you find the best account of the life of this great ruler? 8. Who was Charles the Bold? William the Silent? Whence did you get your information regarding these great men? 9. Mention the most eminent names connected with Scandinavian history. Why *eminent*? 10. What caused the War of the Roses? Trace the relationship existing between the last of the Tudors and the first of the Stuarts.

CIVIL GOVERNMENT.—1. In a governmental sense, what is meant by the term "constitution"? In what respects does the English constitution differ from that of the United States? The Constitution of the United States derives its authority directly from what source? What body is the final interpreter of our Federal

Constitution? 2. How many and what new States have been added to the Union since January 1st, 1885? How many States at present constitute the United States? How many and what Territories are there in our country still to be admitted as States? Of how many Senators is the United States Senate now composed? How many electors will constitute the next Electoral College? 3. By the census of 1890, where does Ohio stand among the States in respect to population? What State has passed her since 1880, and why? Who are representing Ohio in the United States Senate at present? What question has been recently raised as to one of these men? Mention some of the arguments *pro* and *con*, as to his eligibility, which you have noticed in the papers within two months last past. 4. Tell what you understand by the expressions "Protective Tariff," and "Revenue Tariff." Tell what you understand by the expressions "Direct Tax," and indirect Tax." As a rule, the expenses of the Federal government are met by which kind of tax? The expenses of the State and Municipal governments? Which distributes the burden of taxation the more widely, the direct or the indirect method, and why? 5. Who presides in the United States Senate? Is he a Senator? Does he vote upon all questions; if not, when does he vote? In his absence, who presides? Is he a Senator? When he is presiding, has he a vote upon all questions? Does he, as presiding officer, have the casting vote in case of a tie? Does he succeed to the Vice-President's salary in case of the Vice-President's death or inability to serve?

POLITICAL ECONOMY.—1. Name three of the earliest writers on economic subjects. Who are to-day the best authorities on economics in this country? 2. Why have some writers been led to regard *money* as the true measure of value? Illustrate the thought contained in the following statement: "Value is the birth of effort, and not the gift of Providence." 3. By what arguments can the "mercantile system" be made to appear sound? 4. Why are *monopolies* unjust? How defend the granting of patent-rights and copy-rights? 5. Mention some notable instances where division of labor has increased production. Define *capital*. 6. What principles should govern the distribution of products between capitalists and laborers? How does increase of capital benefit those doing wage-work? 7. What are the arguments used to deny the right of individual ownership of land? 8. Why do gold and silver make the best money? Upon what theory was John Law's Paris bank of 1716 founded? 9. What is the character of the credit-

money issued by the Bank of England? Why has, or has not, the State the right to fix the rate of interest on money loaned? 10. State the manifest advantages of credit. Of an income tax. Of a land tax.

LITERATURE.—1. What names are prominently connected with the earliest period of English literature? Of American literature? 2. Select any one of Shakespeare's plays and make some critical comments thereon. 3. What noted American writers have died within the present year? What are the marked characteristics of each as a writer? 4. Select any one of Hawthorne's romances and describe the impressions it made upon your mind. 5. Give an outline of any one of Bacon's essays. Of Emerson's. 6. Mention the principal works of Washington Irving. Of Francis Parkman. Give evidence that you have read one book written by each author. 7. To what extent have you read the poems of Wordsworth and Bryant? Quote from each of these authors and tell whence your quotations are taken. 8. Place an estimate upon Dickens's work in the domain of fiction. 9. Write something that will show that you have read the following named productions: *Evangeline*, *Snow Bound*, *The Biglow Papers*, *The Deserted Village*, and *The Lady of the Lake*. 10. Who are the most noted American writers now exclusively engaged in literary work? Make brief statements of the reasons that determine your choice.

(Continued.)

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## PRIMARY DEPARTMENT.

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### Number Work.

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S. D. SANOR, PRINCIPAL CENTRAL SCHOOLS, YOUNGSTOWN.

In response to the editor's request for "experience" in primary number work, I offer what follows.

Eight years ago, after having taught several years in graded schools, on account of failing health I engaged in farming for a few years, teaching in country schools during the winter. The term was four months. I had a class of boys, two of them under six years of age, no one more than seven. They began by counting objects, as the desks, pupils, lines, dots, circles, etc., by ones, by twos, by three's. We did not stop with ten, but counted *all* the desks, *all* the pupils, etc. When we found the *number* of objects we expressed it in figures, e. g., 20, 25, 62, etc. After finding the result, I would sometimes ask, "How many would you have if you had 2 more?"

4 more? 10 more?" until they could soon count by decades; they counted by 2's to 100, then by 3's, 5's, 4's, etc. I could indicate on the board in a minute enough work to keep them busy all the moments they could spare from their other work, somewhat like this: How many twos in 10, 12, 16, 24, 19, 30, 7, 15, 16, 50, 60, 80, 90. They took great delight in putting their work down neatly like this:  $10 = 2, 2, 2, 2, 2$ ; ten is five twos; or  $2, 2, 2, 2, 2, 2, 1 = 13$ ; and if called upon always saying, two, four, six, eight, ten, twelve, and one more makes 13. This was not division, but addition.

We developed a table of twos as follows:

$$\begin{aligned} 2, 2 &= 4. \\ 2, 2, 2 &= 6. \\ 2, 2, 2, 2 &= 8. \\ 2, 2, 2, 2, 2 &= 10. \\ 2, 2, 2, 2, 2, 2 &= 12, \text{ etc.} \end{aligned}$$

The pupils added to find the results, but made a statement in each case as, two 2's are four; six 2's are twelve, etc. They made all the lines of multiplication in this way, with *very little assistance* from me. I did not ask them to memorize these lines at first, but directed them to extend their line of 2's, 3's, etc., above 12; as 13 twos, 14 twos, to 20, and later to 30.

After they became familiar with numbers and how to use the language of number, I asked them to construct new lines, and these were memorized, a very easy matter. Thereafter, multiplication was taught as well as addition. The adding was chiefly by columns, to secure rapid accuracy. In connection with multiplication, I introduced the writing of numbers.  $50 \times 2$ ,  $60 \times 2$ ,  $50 \times 3$ ,  $70 \times 4$ ,  $80 \times 6$ ,  $80 \times 2$ , etc., led the pupils to *inquire how* to write 120, 150, etc. I needed to teach only a few numbers; the *children did the rest*.  $511 \times 2$ ,  $643 \times 2$ , etc., called for the how of writing thousands, etc.

I had read a French maxim: "Make yourself useless to your pupils." I believe I succeeded in this. They were intensely interested; they took delight in showing their parents what they could do, they were educating themselves in a natural way.

I have watched that class ever since. They are now 13 or 14 years of age. They have completed Ray's Higher Arithmetic and are mastering algebra this winter.

I imagine I hear the critic say, "But they do not know anything else." I beg your pardon. When I took charge of the school, most of the class knew their letters. I taught them to read by the word method; they spelled by sound and by

letter, and they spelled hundreds of words pertaining to things with which they were familiar. They wrote simple descriptions of animals and other objects; they wrote the stories of their reading lessons, from memory, in their own language; they reproduced stories read to them; they could punctuate and capitalize as accurately as many fourth or fifth year city pupils, that I know, and read through three sets of first readers in a term of four months. The second term I taught them, I provided several sets of 2nd and 3rd readers which they read. They learned rapidly because they were intensely interested in *all* their work. Toward the latter part of the second winter's term, I put into their hands Scribner's Geographical Reader. They would take it home at night and next day give me a very nice oral description of some part of the world they had read about.

This is no ideal description, nor is it entirely an exceptional case. I have known a number of similar examples of what children will do if given a chance, and I have no doubt that thousands of such schools are found in this State.

This piece of "experience" would not be complete without "the other side." While I was teaching in the country schools and since, I have heard many "tear-stained" speeches on the benighted condition of the country school and its teachers. I naturally expected to find in the city the ideal school work. I have not always found it so. I have found classes of 45 to 50 pupils averaging ten years, who could not spell by sound nor by letter, who could not write simple stories read to them, who had never added in columns, who did not know even a single line of multiplication, who could not write numbers above 1,000, who could not read in an ordinary 2nd reader. For a class of 11-year-old pupils in a city school, I wrote on the board  $3214 \times 32$ . Three succeeded; the rest said they had never learned it. I tried several other examples and found it true; they did not know *how* to multiply. In a room of 24 boys and 18 girls, average age 12, I gave a small number to divide by 25. Twenty-four failed. I gave a similar number to divide by 12. Twenty-six failed. Fourteen failed to write  $3168$ . On the next problem,  $3168 \div 11$ , 35 failed. These are not entirely exceptional cases, but the results of the *system* of limiting number work to "10" and "20." The teachers who have had charge of these pupils are as faithful and conscientious as any found in the land, and, hence, it seems but natural to conclude that there is a serious defect in the method employed. I know of more than one city where the conditions and results are very similar; and if superintendents and principals will investigate, they will find many cases parallel with the above.



## Primary Reading.

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BY CARRIE E. HENDRICK, WHITEHALL, N. Y.

The young primary teacher, with a class of ten or twelve small people, who are enjoying (?) their first days of school-life, is often in doubt as to how she is to teach them that most important branch of language-work—reading.

Patient perseverance will accomplish much, and the following suggestions may help a little:

In teaching reading, several methods are in use, viz: the object, the word, the sentence, and the phonic. Each is recommended, and fortunate is the teacher who possesses the faculty of combining them.

As children are always interested in stories, let the teacher begin the reading lesson by telling them a short one about some familiar object, which, if possible, should be in sight of the entire class. Suppose the word selected for the lesson is *doll*. A real doll is placed before the children, a story is told, and questions are asked which easily hold their attention.

Then a picture-doll is shown them (here is an opportunity for the teacher to exercise her talent as an artist), and they are requested to pronounce slowly and distinctly the name of the object represented.

Next, the crayon is called into use. The word is written on the black-board, and the pupils are told that it is the name of the object about which they have been talking. The class repeat the word softly, loudly, and in a whisper, alternately.

The real doll is held in the hands of several different pupils, and each is led to express in a short sentence, something relating to the doll, as—"I have a doll," "Katie has a doll," etc.

When the word is readily recognized, the children are given pencils and slates, or paper, and the teacher shows them how to write the word.

Too much attention cannot be given as to the manner of holding the pencil properly, or the exact part of the slate on which the word is to be written. If their first work is orderly, all future work is apt to be neatly arranged.

Pupils are required to reproduce the different letters, or parts of letters, composing the word, as the teacher writes them in order on the black-board, although no mention is made of the names of the letters.

Frequently the teacher is obliged to guide the hand of those whose power of observation is least developed. All efforts should receive equal commendation, lest the slow or timid ones be discouraged.

In this manner the pupils are taught the names of many familiar objects, and also words denoting action, color, etc. When ten or fifteen words are readily recognized and written by the pupils, short sentences should be given them. The children read but do not write the sentences till they can easily write the separated words.

At first, even a short sentence seems difficult to children, and care must be taken that they do not lose interest in the work, because the sentences are too many or too long, as loss of interest makes their work hard and repulsive.—*Educational Gazette.*

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### "The Nines."

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"The nines are so hard," said Fred, running in from school the other day. "I missed on them. Is supper 'most ready? I'm so hungry. Say, mamma, do you think you could help me learn them?"

"Yes, my dear, after the supper things are cleared away I will help you; and the supper is almost ready. Wash yourself and set the chairs around the table. Are the girls close by?"

"Yes, there they are at the gate." And in came Daisy and Nellie and Ralph too.

Bright young faces soon surrounded the well-spread board, and unspoiled appetites enjoyed the wholesome meal. "Mamma's bread's the best in the world!" attests one eager voice, while others chat of the day's doings in school.

Soon, the meal over, the boys hasten to milk the cow and bring in the wood for the fire-place, while the girls, with deft hands, wash and wipe the dishes.

As I get out my mending basket I say, "Daisy we are going to have a blackboard lesson to-night. Please get the chalk and write 'The Nines' neatly on the blackboard." (We have a blackboard, one of the cloth kind, that rolls up like a map, and it is very useful.)

"Oh! good, good!" cried Ralph and Nellie; "mamma's blackboard lessons are always so interesting."

"But I do not know what she can find to tell us about 'the nines'" said Fred.

"I mean to let you tell me some very interesting things," said I, "so put on your thinking cap and be quiet."

By this time the blackboard looks thus:

$$\begin{array}{r} 1 \times 9 = 9 \\ 2 \times 9 = 18 \\ 3 \times 9 = 27 \\ 4 \times 9 = 36 \\ 5 \times 9 = 45 \\ 6 \times 9 = 54 \\ 7 \times 9 = 63 \\ 8 \times 9 = 72 \\ 9 \times 9 = 81 \\ 10 \times 9 = 90 \end{array}$$

"Now all of you look at the board thoughtfully and don't speak. Perhaps some of you will discover something curious. I will give you five minutes."

Before they were up I saw Fred had discovered something and was aching to tell it, so when I gave the signal he burst out with "They count right straight down. Don't you see they do." And he rose and showed Ralph, pointing to the tens column. See, 1, 2, 3, 4, 5, 6, 7, 8, 9!"

"And," said Daisy, "the unit column counts backwards."

"So it does," exclaimed Fred. "See, 9, 8, 7, 6, 5, 4, 3, 2, 1," running his pointer down the line of figures. "I never noticed that before. I believe I shant miss now. I always know  $2 \times 9 = 18$ , and  $3 \times 9 = 27$ , and  $5 \times 9$  is 45, and  $10 \times 9$  is 90, and some of the rest. Now, if a fellow doesn't know  $4 \times 9$ , all he has to do is to take  $3 \times 9$  is 27, add 1 to the 2 and take 1 from the seven. There you have it, 36! Why is it, mother? What makes it count up and down so?"

Well, you see, Fred, every time you add nine, you add 10—1, which is the same thing. You add one ten and subtract one unit.

"Oh, yes! So we do!" they chorused. "And there is another curious fact which will help Fred more still. I wish I had known it when I was a girl. Don't you see the tens figure each time is one less the number of times nine?" "So it is! Hurrah!" said the boys. "And also (here is more help still) don't you see that with the unit figure it makes 9 every time?"

"Who can't say the 9's now?" cried Fred.

"1 and 8 equal 9; 2 and 7 equal 9; 3 and 6 equal 9; 4 and 5 equal 9; 5 and 4 equal 9; 6 and 3 equal 9; 7 and 2 equal 9."

"Why didn't we see it all before? I'm going to tell all the boys at school in the morning."—*The Children's Friend.*

**NOTES AND QUERIES.****"MORE PRACTICAL GOOD."**

The MONTHLY has not for some time repeated any of the many pleasant things said about it by its friends, and so modestly ventures to whisper this from one of its Pennsylvania subscribers:

"I frequently hear good words for the MONTHLY. Their purport is that, take it all in all, there is more practical good to be obtained from the reading of it than from reading almost any other of the educational papers."

**QUERIES ANSWERED.**

Q. 286.—A part of speech is inflected to mark its relation in a sentence. The verb has the various relations—person, number tense, mood, voice and style—to be expressed; hence is most highly inflected.

W. H. C.

Q. 291.—Making necessary allowance for variation in topography, any point on earth's surface has the circular form of horizon. This would not be true of a flat earth, for near the edges the horizon would not be a complete circle; nor of an ellipsoid, for the horizon would then vary from a circle to an ellipse; nor of a cube, for the corners would make irregular bounding lines of vision, etc. A sphere is the only magnitude that would retain a circular horizon at all points of observation.

G. G. COLE.

The horizon would still be circular, even though the earth be flat, for a person could see equally far in all directions; but to all observers it would not appear so, for to one standing near the edge, a different appearance would be presented.

The roundity of the earth, is the reason why our view on a plain or the ocean is so soon limited; objects continue to be visible, until a straight line from the eye passes above the objects and meets the sky beyond.

That the horizon is circular, no matter where the observer stands, is a conclusive proof that the earth is round.

E. K. WOLF.

Q. 292.—There is nothing in the constitution to prevent a "naturalized foreigner" from becoming a member of the President's Cabinet. At least one instance of a naturalized foreigner's becoming a member of the President's Cabinet was that of Carl Schurz under President Hayes. However, the querist has evidently reference to the Presidential Succession law passed in 1886, which provides that in case both the President and Vice-President become ineligible, then the members of the Cabinet, beginning with the Secretary of State, come in the line of succession. I think it would

then become a question for the Supreme Court to settle, as to the eligibility of a foreign born citizen to the presidency.

A. H. MAY.

Yes. The Constitution makes no mention of a Cabinet. A clause [Art. II. Sec. 2 Cl. 2] gives to congress power to vest the appointment of inferior officers in the "Heads of Departments," thus assuming that such offices will exist. Owing to the close relation between the President and his Cabinet it has almost come to be a part of our unwritten constitution for the Senate to confirm whom-ever the President selects for cabinet officers. To succeed to the office of President the Cabinet officer must have all the qualifications required by the Constitution for President. F. J. BECK.

There is nothing said against it in the Constitution.

Albert Gallatin, Secretary of the Treasury during Jefferson's administration, was of foreign birth. Also, Carl Schurz, Secretary of the Interior under Hayes. ELMER BEETS.

Q. 293.—The law requires the teaching of physiology in all schools supported wholly or in part by the State. No teacher who neglects to teach this branch is doing his duty, whether the people of his district desire such teaching or not. A. H. MAY.

No. There should be no compulsion in any study.

*Powellsville, O.*

C. E. BERRIDGE.

We cannot agree with Mr. Berridge. While there is usually a more excellent way, compulsion is sometimes necessary.—Ed.

Q. 294—Historians advance various theories. Search for the Pacific Ocean; maritime habits of the early French, keeping them along the great water-courses; daring explorers; and desire to found a great inland empire, led them to extend their explorations westward to the Mississippi. G. G. COLE.

(1) Because they wished to escape conflicting grants, companies took lands lying between parallels and usually had no western limit. (2) They wished to come in contact with Indians who were *untaught* by the English and Dutch. (3) They had a great liking for the Huron Indians whose northern territory skirted the frozen zone.

The first lesson which the western and northern Indian was taught was loyalty to Christ, and in the same breath was taught loyalty to the king of France. F. J. BECK.

Because of the hostility of the Iroquois against the French, the French were compelled to confine their explorations to the west-

ward. Champlain had assisted the Algonquins, by means of fire-arms, to achieve a victory over the Iroquois, whereupon this powerful tribe swore vengeance against the French. A. H. MAY.

Q. 297.—These words taken with the necessary context read “Bearing everywhere, \* \* \* that other sentiment, dear to every American heart—Liberty and Union, now and forever, one and inseparable.” *Liberty* is a noun, objective case, in apposition with “sentiment”; *forever* is an adverb of time, modifying “(existing)”; *one* is a definitive adjective, in predicate with “(being)”, and limiting “Liberty and Union”; *inseparable*, is a descriptive adjective, in predicate with “(being)”, and qualifying “Liberty and Union.”

Holmesville, O.

G. G. COLE.

*Liberty* is a noun, com., neut., 3rd., sing, object of *have* understood, hence it is in the *objective case*.

The sentence expanded would be, “Let us have liberty and Union, let us have them now and forever, let them be one and inseparable.”

*Forever* is an adverb of time, and modifies *have*.

*One* and *inseparable* are definitive adjectives used *predicatively* limiting *them* understood.

G. W. BRUMBAUGH.

Q. 298.— $x$  = numerator of first fraction,  $y$  = denominator. Then,  $\frac{x}{y}$  = first fraction and  $\frac{8}{5} - \frac{x}{y}$  = second fraction,  $= \frac{8y - 5x}{5y}$

when reduced. Then,  $8y - 5x + x = 6y$ , from which  $\frac{x}{y} = \frac{1}{2}$ , first fraction, and  $\frac{8}{5} - \frac{1}{2} = \frac{11}{10}$ , other fraction. E. F. KORN.

Alliance, O.

Put  $x$  = the value of the first fraction, then  $\frac{8}{5} - \frac{x}{1} =$  the second fraction. Whence its numerator is  $8 - 5x$  and its denominator 5, and  $(8 - 5x) + x = 5 + 1$ , from which  $x = \frac{1}{2}$ , the first, and  $\frac{8}{5} - \frac{1}{2} = \frac{11}{10}$ , the second.

R. A. LEISY.

Similar solutions and same results by G. W. Brumbaugh, W. S. Lanthorn, W. H. Crecraft, F. J. Beck, E. K. Wolf, and Geo. P. Harmount.

Q. 299.—The prime factors of 1728 are 2, 2, 2, 2, 2, 2, 3, 3, 3; and these are all the prime factors of both numbers. The prime factors of 96 are 2, 2, 2, 2, 2, 3; the remaining factors, 2, 3, 3, must be the prime factors of the required number, which is 18.

F. J. BECK.

$1728 \div 96 = 18$ , the other number. The rule here followed holds good in all such cases.

R. A. LEISY.

*Marshallville, O.*

To same effect, E. F. Korns, Geo. P. Harmount and W. H. C.

Q. 300.—This problem is taken from Sir Isaac Newton's Universal Arithmetic, published over two hundred years ago.

$$\begin{aligned} \text{Solution:—} \quad & \left\{ \begin{array}{l} 12 \text{ oxen: } 21 \text{ oxen} \\ 4 \text{ weeks: } 9 \text{ weeks} \end{array} \right\} :: 3\frac{1}{3} \text{ a. : } 13\frac{1}{8} \text{ a.} \\ & \left\{ \begin{array}{l} 10 \text{ acres: } 24 \text{ acres} \\ 5 \text{ weeks: } 14 \text{ weeks} \end{array} \right\} :: 3\frac{1}{8} \text{ a. : } 21 \text{ a.} \\ & \left\{ \begin{array}{l} 3\frac{1}{8} \text{ acres: } 45 \text{ acres} \\ 18 \text{ weeks: } 4 \text{ weeks} \end{array} \right\} :: 12 \text{ oxen: } 36 \text{ oxen, ans.} \end{aligned}$$

F. J. BECK

Let  $x$  = the number of oxen required to consume the increase of grass on  $3\frac{1}{3}$  A; then  $12 - x$  = the number of oxen required to eat in 4 weeks the grass already grown on  $3\frac{1}{3}$  A.  $3x$  oxen will be

required to eat the increase on 10A., and  $3(12 - x) \times \frac{4}{9} = \frac{48 - 4x}{3}$

oxen to eat grass already grown.  $3x + \frac{48 - 4x}{3} = 21$  oxen; from

which  $x = 3$  and  $12 - x = 9$ . To eat increase on 24A.,  $\frac{24x}{3\frac{1}{3}} = \frac{108}{5}$

oxen will be required, and to eat grass already grown,  $(12 - x)$

$\left( \frac{24}{3\frac{1}{3}} \times \frac{4}{18} \right) = \frac{72}{5}$ ;  $\frac{108}{5} + \frac{72}{5} = 36$  oxen. Ans.

GEO. P. HARMOUNT.

1. Let the grass originally on one acre be a "unit of grass."

2. Let the growth on one acre in one week be a "unit of growth."

3. 12 oxen in 4 weeks, or 48 oxen in one week, eat  $3\frac{1}{3}$  "units of grass" +  $13\frac{1}{3}$  "units of growth."

4. 21 oxen in 9 weeks, or 189 oxen in one week eat 10 "units of grass" + 90 "units of growth."

5.  $(3) \times 6\frac{3}{4} = 324$  oxen in one week eat  $22\frac{1}{2}$  "units of grass" + 90 "units of growth."

6.  $(3) \times 3 = 144$  oxen in one week eat 10 "units of grass" + 40 "units of growth."

7.  $(5) - (4) = 135$  oxen in one week eat  $12\frac{1}{2}$  "units of grass."

8.  $(4) - (6) = 45$  oxen in one week eat 50 "units of growth."

9.  $(8) \times 3 = 135$  oxen in one week eat 150 "units of growth."  
 10. From (7) and (9),  $12\frac{1}{2}$  "units of grass" = 150 "units of growth," or 1 "unit of grass" = 12 "units of growth."  
 11. 24 acres in 18 weeks = 24 "units of grass" + 432 "units of growth."  
 12. 24 "units of grass" = 288 "units of growth."  
 13. Hence, 24 acres in 18 weeks =  $432 + 288 = 720$  "units of growth."  
 14. From (8), one ox in one week eats  $50 \div 45 = \frac{10}{9}$  "units of growth."  
 15.  $(14) \times 18 =$  one ox in 18 weeks eats 20 units of growth.  
 16. From (13) and (15),  $720 \div 20 = 36$  oxen, ans.

P. S. BERG.

Same result and a variety of other solutions by G. G. Cole, R. A. Leisy, W. H. Crecraft, W. S. Lanthorn, C. E. Berridge, and F. C. W.

#### QUERIES.

301. What was the Paraguay expedition E. B.  
 302. What is meant by the "Circle of Willis?" E. B.  
 303. What was the original meaning of "entertaining the idea?"  
 F. J. S.  
 304. What nicknames, if any, have Nevada, Arizona, Washington, Oregon, Idaho, Montana, New Mexico, North Dakota, South Dakota?  
 F. J. S.  
 305. (a) What tradition influenced the selection of the site of Westminster Abbey? (b) When did it lose its conventional character?  
 J. F. J.  
 306. What is the "Land of the Midnight Sun," and why so called?  
 G. G. C.  
 307. What political parties existed in this country from 1820 to 1836?  
 \*  
 308. When and by whom was the percussion gun-cap invented?  
 J. R. C.  
 309. They and I work. What is the person and number of the verb "work?"  
 F. A.  
 310. A wooden wheel of uniform thickness, four feet in diameter, stands in mud one foot deep: what fraction of the wheel is out of the mud?



## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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We regret our inability to make room for the action of the Painesville teachers concerning the death of Dr. Harvey. We shall give it place next month.

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Commissioner Miller has appointed Superintendent J. C. Hartzler, of Newark, to fill the vacancy in the State Board of Examiners occasioned by the removal of Dr. Ellis from the State. The term expires Aug. 31, 1896. This is a good appointment. Mr. Hartzler has had long and successful experience in the schools of Ohio, and he will make a good member of the Board.

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An early copy of the expected Hancock Memorial, prepared by Dr. Venable, comes to our table too late for more than mention in this issue. It is a neat volume of 200 pages, with two fine full-page portraits. Any Ohio teacher's library without a copy is incomplete. It is published by C. B. Ruggles & Co., Cincinnati. Single copy, \$1.25.

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### DR. THOMAS W. HARVEY.

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Most of the readers of the MONTHLY have, no doubt, ere this, received the sad tidings of the death of Dr. Harvey. He died at his home in Painesville, Wednesday morning, Jan. 20, the funeral occurring on Friday following.

To thousands of hearts all over Ohio and elsewhere, this announcement comes as a personal bereavement. Probably no other man in Ohio had so many friends as had Dr. Harvey. His genial humor, his broad charity, his tender sympathy attracted all who came in contact with him. In an acquaintance of thirty years, the writer never knew him to speak in harsh terms of any one, nor an instance of any one's speaking ill of him. He lived a life of singular devotion to the cause of popular education. Few, if any, had more to do than he with shaping Ohio's school system.

Our first impulse was to write at some length of his life, character, and work; but, in view of the many tongues and pens that, in various

apacities, will pay tribute to his memory, we make, at this time, only brief mention of some of the leading events of his life, for some of which we are indebted to Miss Mary Evans, of Lake Erie Seminary.

Thomas Wadleigh Harvey was born at New London, N. H., Dec. 18, 1821. He removed to Concord, Lake county, Ohio, in 1832. He attended country schools until he was fifteen years old, and afterwards attended the Western Reserve Teachers' Seminary at Kirtland, Ohio, several terms. He was also under the instruction of a private tutor at Painesville for several terms.

He taught his first district school in Mentor, in 1841. His first certificate to teach, which is framed and now hangs in his library, bears date December, 1841. After serving for a time as principal of an academy at Chardon, Geauga county, and at Republic, Seneca county, he became superintendent of the Massillon schools in March, 1851, continuing until July, 1865. In September, 1865, he took charge of the Painesville schools. He resigned this position in October, 1871, to fill the unexpired term of Dr. Henkle, as State Commissioner of Common Schools, and to continue in the same office during the full term for which he had just been elected by the people. He resumed the superintendency of the Painesville schools in 1877, and continued until January, 1883. He declined the superintendency of the Cleveland schools in 1867, immediately prior to the election of Andrew J. Rickoff to that position.

Dr. Harvey was one of the first to do institute work in Ohio. He began in 1846, and did work of this kind every year from that time up to and including 1891, sometimes attending ten or twelve institutes in one year. His labors in this field were always acceptable and profitable. He became quite proficient in some departments of natural science, meteorology and geology being favorite studies.

He assisted in the revision of McGuffey's School Readers and in the preparation of the Eclectic Series of Geographies. He was also the author and compiler of a series of school readers, known as Harvey's Readers, and the author of the very popular language series, known as Harvey's Language Lessons and Harvey's English Grammars.

From 1875 nearly up to the time of his death, he delivered each year a course of lectures to the students of Lake Erie Seminary, an institution of which he has been a trustee since 1880. He also sustained to this institution the relation of a generous donor.

Of Dr. Harvey as a man and of his work and worth as an educator, more will appear in these pages later.

The North-eastern Ohio Teachers' Association, of which Dr. Harvey has been an honored member from the beginning, and its first president, will hold memorial exercises, at the time of its next meeting, at Cleveland.

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## THE COLLEGES AND THE HIGH SCHOOLS.

DEAR EDITOR:—I send you herewith, as a matter of some interest to the readers of the MONTHLY, the vote passed Dec. 29, by the Ohio College Association, in interpretation of the amendment of Dr. Thwing to the

"joint report" last year, about which there has been some difference of opinion.

*Resolved*, That in adopting the amendment to the report of the committee on the Relations of the high schools and colleges, made last year, the Association intended simply to express their recommendation to secondary schools to provide instruction in Greek, wherever practicable; but did not intend in any way to antagonize or neutralize the recommendations of the report of the joint committee; and the College Association desire to take this opportunity to express again to the Ohio Teachers' Association the sincerity of their adoption of the joint report and their purpose heartily to co-operate with the high schools in the carrying out of that report."

Permit me to congratulate Ohio teachers that at last the two Associations stand squarely on the same platform in this matter; and to say that, now that this question is settled, it is to be hoped that a large number of schools will apply promptly for examination and approval. Twelve of the seventeen colleges of the Association have already indicated their intention of sharing in the work, and a full organization is effected, and the Association voted that for the present year the expenses of the visitation of the schools would be borne by the colleges; this is more than fairly falls upon the colleges, and is only further evidence of their sincere desire for closer affiliation with the high schools.

The colleges which have already entered into the proposed arrangement of visitation and approval of high schools are: Ohio State University, Kenyon College, Wittenberg College, Denison University, Marietta College, Oberlin College, Ohio Wesleyan University, Buchtel College, University of Wooster, Antioch College, Baldwin University and Miami University.

May I suggest also that the high schools will save themselves and the examining committees embarrassment, if they not only themselves look carefully to the quality of their own work, but also make all reasonable effort to assimilate their courses to the outline indicated in the joint report. It is moreover greatly to be desired, as the report to the College Association last year suggested, that as far as possible, these visitations to the schools be made occasion for awakening new interest in the schools on the part of the community and for emphasizing the claims of the higher education. Whether this prove the result, must depend largely on the arrangements made by the school visited.

*Oberlin College, Dec. 31, 1891.*

HENRY CHURCHILL KING.

### DR. ALSTON ELLIS LEAVES OHIO.

It was stated in our last issue that Dr. Ellis had declined the presidency of the State Agricultural College at Fort Collins, Col. A renewal of negotiations, since that time, resulted in his acceptance, for a term of five years, at an annual salary of \$6,000. He expects to enter upon his new duties about Feb. 15. Thus Ohio loses one of her ablest and foremost educators.

Alston Ellis was born on a farm in Kenton county, Ky., January 26, 1847. He spent his early years amid country scenes, employed in farm

work suitable for one of his age, and in attending a country school supported by subscription. In his sixteenth year, he removed with his parents to Covington, Ky., where he attended a private school taught by Mr. S. Mead, a noted teacher of that day. It was in this school that he made preparation for admission to college. Before entering college, he taught a country school near Carrollton, Ky., for a term of five months, receiving eight dollars per month of public money and sufficient voluntary subscriptions to swell the sum to \$40 per month. At the expiration of this school term he returned home and worked for some months in a factory.

The following autumn, September, 1864, he entered the sophomore class of Miami University, Oxford, Ohio, and three years thereafter he graduated with high rank. His best record in college was made in Latin and Greek, but he was always at or near the head of every class to which he belonged. He gained considerable reputation while at college as a speaker and debater, and always had a large share of "college honors." In his senior year, he was chosen by the students of the University to deliver the college oration on Washington's birth-day.

July 23, 1867, soon after graduating, Mr. Ellis was united in marriage to Miss Katie A. Cox, who had been a student in the Oxford Female College.

In the following September, he took charge of one of the ward schools of Covington, Ky., at a salary of \$900 a year, which salary was increased to \$1000 before the close of the school year. In January, 1869, he was elected principal of the Cabot street school, Newport, Ky., at \$1200 a year. He was re-elected to this position with salary increased to \$1500.

In July, 1871, he received a call to the superintendency of the schools of Hamilton, O., a position he held until March, 1879, when he resigned to take a position with a publishing house, at \$3000 a year.

In February, 1875, he was appointed a member of the Ohio State Board of school examiners, and was at once made clerk of that body, continuing until April, 1879. He again became a member of this Board in 1887, and was re-appointed in 1891, for a full term of five years.

The chapter, entitled "Ungraded Schools of Ohio," in the Centennial "History of Education in Ohio," published by authority of the General Assembly, was written by Superintendent Ellis, in 1876.

In 1872, he was made a Master of Arts by the faculty and trustees of Miami University, and the same year delivered the diplomas to the graduates of the Erodelphian and Miami literary societies of the University. In 1888, he was chosen by the same societies to deliver the annual address. He received the degree of Doctor of Philosophy from Wooster University, in 1879, and the same degree from Ohio State University in 1888. Two years later, Ohio State University conferred upon him the degree of Doctor of Laws. Besides these honors at home, in 1880 he was made a member of the Victoria Institute, the Philosophical Society of Great Britain, and was subsequently constituted a life member of this noted organization.

While at the University, he was an active member of Ohio Alpha of Phi Delta Theta, and in the fall of 1880 he delivered the oration at the biennial convention of this well-known fraternity, at Indianapolis.

In September, 1880, Dr. Ellis became superintendent of the schools of Sandusky, Ohio, continuing until September, 1887, when he was called back to his old position at the head of the Hamilton schools, at a salary of \$2700. This salary was increased to \$3000 last year, and he has continued in the position to the present time.

Soon after his first call to the superintendency of the Hamilton schools, he began work as an instructor in teachers' institutes, and his services in that capacity have been in active demand ever since. For some years past, he has done from six to nine weeks' work in Ohio teachers' institutes each year, and he ranks to-day as one of the leading instructors and lecturers of the State. For ten years or more, he has also been actively engaged as a lecturer at Farmers' institutes; under the authority of the Ohio State Board of Agriculture. When the Ohio Agricultural and Mechanical College at Columbus was transformed, by legislative action, into the Ohio State University, he became a member of the new board of trustees, and served for a term of five years.

Dr. Ellis has always taken an active interest and a prominent part in all associations of teachers within his reach. Besides his active membership in the Ohio Teachers' Association, he has been closely identified with the Central Ohio, the North-eastern Ohio, the North-western Ohio, and the South-western Ohio teachers' associations, being president of the two last named. He was president of the Superintendents' Section of the Ohio Teachers' Association in 1885, and president of the General Association in 1888. He was also member and clerk of the Butler county board of school examiners for more than twelve years. His withdrawal from Ohio vacates the various important positions he has held up to this time, and necessarily cancels all his Ohio institute engagements for the coming summer.

Dr. Ellis will carry with him to his new field the very high regard and good wishes of those with whom he has been associated in his abundant labors these many years. The institution to which he goes and the people among whom he is about to cast his lot are to be congratulated. The college authorities have chosen wisely.

Dr. Ellis has been a church-goer for many years. In church polity he is a Congregationalist, but has identified himself with the Congregational or the Presbyterian Church, according to circumstances.

The State Agricultural College at Fort Collins, Colorado, to which Dr. Ellis has been called, is beautifully located, well equipped and liberally endowed. Co-education exists in the institution. The number of students is 124. The scientific departments of the college are in a highly prosperous condition. Each of these departments occupies its own building, which is of good size and provided with ample means for illustrating the subjects taught. Military drill is compulsory. Every male student becomes a member of the College Cadets unless excused for cause. There are eight handsome buildings on the college grounds. The main building has a beautiful chapel from whose windows can be

seen the Rocky Mountains a few miles distant. The college farm contains 240 acres of valuable, productive land, now under careful cultivation. A farm manager has control of all farm operations under the direction, of course, of the college authorities. Connected with the college, and an integral part of it, are the State experimental stations. These are under the direction of a board of control of which the head of the college is president, and the professor of agriculture director. It is expected that the college course will be widened at an early day and more emphasis put upon the study of language, literature and history.

Since the above was put in type, we have received the following resolutions, adopted by the Butler county Teachers' Association:

*Resolved*, That we take leave of Dr. Alston Ellis with sincere regret, feeling that his departure is a serious loss to our county and state; but we congratulate the people of Colorado on having secured the services of so distinguished an educator.

*Resolved*, That the members of the Butler County Teachers' association extend to Dr. Ellis their hearty congratulations and their best wishes for his success in his distant field of labor.

*Resolved*, That a copy of these resolutions be presented to Dr. Ellis, and that they be furnished for publication in the county papers and in the OHIO EDUCATIONAL MONTHLY.

B. B. HARLAN,	} Committee.
JOHN MORRIS,	
W. P. COPE,	

In the December *Forum*, Mr. Frederic Harrison sustains well his reputation as an iconoclast. "There are hours," he says, "when I feel about education nothing but this—wipe it out and let us begin all afresh." There has been, he thinks, too much of systematizing and dogmatizing. "Minds are too various and too subtle to be prescribed for specifically." "It has long been a favorite idea of mine," he says, "that many things work delightfully for good while they are spontaneous and unorganized, but when they are stereotyped into an elaborate art and evolve a special profession or trade of experts, they produce unexpected failures and end in more harm than good. We ask too much from education, we make too much of it, we monstrosly over-organize it, and we cruelly overload it. Education can do for us infinitely less than we have come to expect, and what little it can do is on the condition that it be left simple, natural and free. I have known very few men who were made into anything great entirely by their education; and I have known a good many who were entirely ruined by it and were finally turned out as pedants, prigs or idiots. Struggling to win prizes in examinations, thinking always about the style current to-day, being put through the regulation mill, and poring over some little corner of knowledge for some material object, may give a one-sided appearance of learning, with nothing behind it, will turn out mechanical eccentricities like calculating-machines, may change an honest fellow into a selfish, dull brute, or leave a weak brain softened and atrophied for life. And the more we organize education the greater is the risk of our finding this result."

What a delusion we have been under all these years! We have thought we were making rapid progress. No other age had such grand

systems of public instruction. Never before were such vast sums spent for education. We teach more and teach better than any of the ancients. But it is all a mistake, says Mr. Harrison. There is not much of good in education at best, and the little there may be can be secured only by letting it alone. To attempt to systematize and organize is to obstruct and pervert. So then, let us return to the "simple, natural and free" dispensation of the old log school-house, with the English reader and spelling-book. There was not education enough in that to harm anyone.

Mr. Harrison very properly exalts the personal influence of the teacher, and insists on religion as the basis of all true education.

### TOWNSHIP ORGANIZATION.

OFFICE OF  
THE STATE COMMISSIONER OF COMMON SCHOOLS. }

At a meeting of the Committee of the Ohio Teachers' Association on School Legislation, held in the office of the Commissioner of Common Schools at Columbus, Ohio, January 29th, and 30th, for the purpose of considering the provisions of a bill providing for Township Organization of schools to be submitted to the General Assembly by Hon. C. H. Workman, of Hardin county, the following resolutions were unanimously adopted, after a careful consideration of each provision of the bill:

*Resolved*, That we give our unqualified assent to the provisions of this bill and urge its passage at the earliest moment.

*Resolved*, That in our judgment the adoption of the measure will be an important step in the work of placing the school system of Ohio in line with the most enlightened and successful school legislation now operative in some of our sister States.

F. TREUDLEY, *Chairman*, O. T. CORSON, *Secretary*, ALSTON ELLIS, J. C. HARTZLER, J. B. MOHLER, J. A. SHAWAN, H. N. MEERTZ, J. J. BURNS, E. B. COX, H. M. PARKER, W. W. ROSS, C. C. MILLER, *State Commissioner of Common Schools*.

### NATIONAL EDUCATIONAL ASSOCIATION.

DES MOINES, IOWA, January 15, 1892.

TEACHERS AND PRINCIPALS OF SECONDARY EDUCATION, AMERICA.

*Fellow Workers*:—As President of the Department of Secondary Instruction, National Educational Association, I am now making up the program for the July meeting, and respectfully solicit your helpful suggestions. We want suggestions as to most fruitful subjects for presentation, and desire nominations of prominent educators whom you would like to have appear on the program. We want all to feel free to offer these suggestions, for then we can give you a program of subjects and speakers of your own selection.

We wish to have the Saratoga meeting of this Department, which convenes July 12th to 15th inclusive, to surpass anything in that nature yet attempted. Let teachers and principals of High Schools and Acad-

emies throughout the continent make up their minds now to attend the approaching meeting. The program will be rich, varied and helpful. The papers will be brilliant, but short, interesting and instructive to the auditors, and will open the way and leave the time for free and full general discussion.

The social feature of the occasion will not be neglected, for arrangements will be made so that teachers interested in the common work of secondary education may come together in an informal social gathering.

Hoping for your suggestions now and your presence at the meetings in July, both of which will contribute to the advancement of the cause of education, I am,

Yours respectfully,

FRANK E. PLUMMER.

Pres. Secondary Department, N. E. E.

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### EDUCATIONAL INTELLIGENCE.

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—*The Journal of Pedagogy*, published at Athens, Ohio, announces that it will hereafter appear quarterly instead of monthly.

—The next meeting of the Tri-county (Wayne, Ashland, Medina) Teachers' Association will be held at Smithville, Feb. 12 and 13. Dr. A. E. Winship, of Boston, will deliver the evening address. A good program is provided for Saturday.

—The teachers of Sandy township, Tuscarawas county, held a meeting at Mineral Point, January 9th, with an unusually strong program, containing such names as O. T. Corson, State Commissioner elect, H. C. Muckley, of the Cleveland Central High School, Supt. Chas. Hauptert, of New Philadelphia, and Supt. J. W. Pfeiffer, of Canal Dover.

—The first mid-year commencement exercises of the Greenville (Pa.) High School were held Jan. 22, with a graduating class of seventeen. This is a very large half-year class for a town of 4,000 people. Supt. John E. Morris (late of Ohio) fully endorses the plan of semi-annual promotions, after an experience of several years.

—*School and College* is the name of a new educational journal, the first number of which appeared in January. It is edited by Ray Greene Huling, principal of the High School, New Bedford, Mass., and published monthly by Ginn & Co., Boston. It is devoted mainly to secondary and higher education. The start it makes gives ground for high expectations.

—The Richland County Teachers' Institute held its annual session at Lexington, O. Dec. 29, 30, 31, 1891, and Jan. 1, 1892. The instructors were Supt. E. B. Cox of Xenia and Prof. Richard Parsons of Delaware. The sessions were very interesting and profitable, and in the main quite well attended. Supt. Cox gave an evening lecture on "A Teacher," and Prof. Parsons gave an evening lecture on "Dante." The officers for the ensuing year are, Pres. T. B. Weaver, Shiloh; V. Pres. J. J. Houser, Belleville; Sec., Miss Dora Zellner, Mansfield; Ex. Com., G. W. McFarland, Barnes, E. E. Cuning, Lucas, J. G. Tucker, Lexington. B. R.



—The Akron High School graduated a class of 29, Jan. 29th. Akron still believes in semi-annual graduation and promotions.

—The National Normal University at Lebanon, O., has lately erected a fine observatory on its main building, and mounted a superb telescope, made by Brashears, of Pittsburg, at an expense of \$1200. The observatory is named "The Clark Observatory" in honor of Professor W. A. Clark, who fills the chair of mathematics in the University and who was the main agent in securing this splendid addition to the facilities of the University.

—The annual meeting of the North-eastern Ohio Teachers' Association will be held at Cleveland, Friday evening and Saturday, Feb. 12 and 13. The evening session will be held in the rooms of the Board of Education, on Euclid Avenue, and will be a memorial meeting, in memory of Dr. Harvey, the first president of the Association. Reuben McMillan and others will speak.

Saturday's session will be at the Normal School, on Eagle street. Dr. Winship, of Boston, will deliver an address on "The Public School Crisis." Other names on the program are Prof. Cady Staley and Miss Georgia Clark, of Cleveland, and Mrs. Excell-Lynn, of Canton. The occasion will be one of unusual interest.

—The second joint meeting of the teachers of Fairfield, Perry, Licking, and Franklin counties was held at Hebron, Licking county, Jan. 16. A paper on "Recitation Experiences" was read by Supt. Horace A. Stokes, of Granville, in which he advocated a judicious combination of the topic method with the question method, and urged that the teaching be broad and free from dogmatism. The subject was further discussed by Supts. Groves, De Long, Winn, and others.

Supt. J. C. Hartzler followed in a very interesting discussion of the "Northern Boundary of the United States," sketching on the black-board and explaining very vividly the location, origin and cause of our northern boundary.

Supt. R. B. Bennett, of Basil, presented an excellent paper on "Incentives, their Use and Abuse," in which he dwelt at length on the immoral influence of artificial incentives. An animated discussion followed, in which Messrs. Pearson, Coultrap, Edwards, and Rusk participated.

Supt. T. H. Battan, of Thornville, presented a well-written paper on "Sympathy," which was heartily applauded, and further discussed by Messrs. Pearson, Hartzler, Cookson, and Coultrap.

Supt. O. C. Larason, of Kirkersville, discussed the "Two Necessary Factors in a Teacher's Preparation," making an earnest plea for a good State Normal School.

"The Reserve Power of the Teacher" was the subject of a very instructive address by Prof. J. L. Gilpatrick, of Denison University.

At the evening session, a lecture was delivered by Dr. Jas. Chalmers, Professor of English Literature in Ohio State University.

The attendance of teachers and citizens was large throughout the entire session. The next meeting of this new organization will be held at Shawnee, Perry county, about the last of April.

—*Columbus School Journal* is the name of a 16-page paper soon to appear in the interest of the Columbus schools, about one column to be devoted to each school building of the city, and each building to have its reporter. The paper is to be edited by Prin. W. H. McFarland, and to be distributed among the pupils free.

—The controversy over the office of State Superintendent of Instruction in Pennsylvania has been settled. The Supreme Court of the State has reversed the decision of the lower court and decided that Dr. D. J. Waller, having been appointed for the unexpired term of his predecessor, Dr. Higbee, and that appointment having been confirmed by the Senate, is entitled to the office.

—A joint meeting of the local circles of the O. T. R. C., along the C. A. & C. railroad met at Marshallville, Saturday, Jan. 16th, '92. The following papers were read and discussed:

How I Interest Reading Classes, by Chas. E. Held; Sense in Teachers' Meetings, by T. W. Orr; Essay on Tennyson, by T. S. Lowden; Music in Public Schools, by J. J. Reider; Obstacles in Teaching, by T. S. Orr.

Discussion of these papers was participated in by Mr. Dunham, T. S. Lowden, T. W. Orr, R. A. Leisy, T. S. Orr, Rev. Stahl, Mr. Sullivan, J. J. Reider, J. H. Kauffman, Eva Ault, Ida Ault and Matilda Neuroth. The last exercise was a lecture by T. S. Lowden, on Psychology and Practical Psychology. Sixty teachers were present. SADIE HINDERER, Sec.

—A graduate of the Akron High School, now teaching in California, sends us the following notice, which was written by one of her school trustees and posted on the door of the school-house:

I hear buy Notifie the  
trustees and citizen  
s of plesant Vallie  
sSchool distriC to  
Meet oN saturday Nex  
t. at 10 oCloCk to settle  
the sSchool trubles of  
said sSchool distri  
Ct Saturday 28 of nov  
at 10 oCloCk. p. M.

McSherman.

—The N. W. O. Teachers' Association held its annual session at Kenton, Dec. 28-30, 1891. It was one of the most interesting and profitable sessions ever held by the organization. The inaugural address, by Pres. R. H. Morison, of Cardington, Ohio, papers on Ethics in the School Room, by Miss Abbott, of Fostoria, Supplementary Work in Geography, by Miss Greenslade, Bellvue, The Use and Abuse of Analytic and Objective Methods, by Supt. Stevens, Styker, and Township or County Supervision—Which? by Supt. Bennett, of Piqua, were highly appreciated and provoked lively discussion. The association declared itself in favor of the reorganization and supervision of country schools, and arranged a systematic course of action to secure the necessary legislation to that end. The Grammar and Primary conferences were very interesting features of the session. The officers for the ensuing year are *President*, E. F. Warner, Bellvue; *Secretary*, Miss Peterson, Lima; *Treasurer*, J. F. Smith, Findlay. The next session will be held at Tiffin.

The committee, consisting of Ida McDermott, E. F. Warner, and J. W. Zeller, appointed to prepare action concerning the death of W. A. Baker, made the following report, which was unanimously adopted:

*Whereas*, it has pleased an all-wise Providence to call from our profession and Association one of its members, Supt. W. A. Baker, and

*Whereas*, Bro. Baker was an able and efficient educator, devoted to all the interests of our public schools, loyal to all that is best and noblest in American life,

*Resolved*, That the N. W. O. T. A. has sustained a deep loss in the death of the dear brother, whose life was an example and an inspiration to us, and to whom can be fittingly applied the lines,

"None knew thee but to love thee,  
None named thee but to bless."

*Resolved*, That we strive to perpetuate his memory by emulating his many virtues.

*Resolved*, That these resolutions be spread upon the records of the Association, published in the OHIO EDUCATIONAL MONTHLY, and an engrossed copy sent to the family of the deceased.

FLORENCE BLACKFORD, *Sec'y.*

—The Ohio College Association, composed of the presidents and faculties of the leading colleges of the State, held its twenty-third annual meeting in the Senate Chamber of the State House, Columbus, Dec. 28, 29 and 30. The opening session was occupied by an able address from the president of the organization, Dr. Bashford, of Ohio Wesleyan University. He chose the topic, "A Study in Civil Government." The day following, papers were presented on "The Seminary Method of Teaching Literature," by Professor W. J. Zuck, of Otterbein University, "The Value of Oral Composition in Teaching Modern Languages," by Prof. F. G. Lamoureux, of Wooster University, and "Socialism and Social Reform in our Colleges and Universities," by President D. A. Long of Antioch College. The greater part of the afternoon was occupied by a business session, in which the interpretation, significance and means of carrying out the plan for securing a better co-ordination of the colleges and high schools of the State, was discussed at length. It was reported that thirteen out of the seventeen colleges of the Association had signified their willingness to co-operate in the plan. Later, seven of these colleges were decided upon, one representative from each to constitute a committee for putting the plan into operation. These colleges are Oberlin, Otterbein, Denison, Wooster, Wittenberg, Marietta and Ohio Wesleyan. Officers for the ensuing year were chosen as follows:

For President, Pres. J. E. Stubbs, of Baldwin University; Vice-President, Prof. F. H. Tufts, of Antioch College; Secretary, Prof. F. G. Lamoureux, of Wooster University; Treasurer, Prof. L. H. McFadden, of Otterbein University; Members of Executive Committee, Profs. R. S. Devol, of Kenyon College and A. D. Cole, of Denison University.

Delaware was decided upon as the place, and Dec. 26, 27 and 28, 1892, as the time, of the next meeting. The advisability of a summer meeting, either in addition to, or in place of, the usual winter meeting, was discussed and voted down. Mt. Union College was admitted to the Association.

In the evening, the Association, by invitation, attended an illustrated lecture on Alaskan Glaciers, before the American Geological society, in the Hall of Representatives.

The third day, papers were presented on "A Scientific Unit—Is it Possible?" by Prof. S. S. Keller, of Wittenberg College, "Elective Studies," by Prof. J. V. Denney, of Ohio State University (read by Prof. J. R. Smith of the same institution), "Physical Training in our Colleges," by Prof. F. P. Whitman, of Adelbert College, and "The Teaching of Trigonometry," by Prof. Wm. Hoover, of Ohio University. Most of these papers were fully discussed.

There was also a discussion on "University Extension," opened by Prof. Colwell, of Denison University. A paper on this subject prepared by Professor W. O. Sproull, of the University of Cincinnati, did not arrive in season to be presented. Resolutions were adopted in favor of the movement.

In the evening, Prof. G. F. Wright, of Oberlin College, delivered a most entertaining and instructive lecture before the Association on "Pre-historic Man in America." This was the closing session. Sixty-five members were in attendance.

—The Eighth Annual Meeting of the Ohio School Examiners' Association was held at Columbus, Dec. 31 and Jan. 1. About 75 examiners were present, representing the State Board, 15 city and village boards, and 41 of the 88 county boards.

A committee on resolutions was appointed, consisting of J. A. Shawan, E. M. VanCleve, B. F. Jones, H. M. Parker, and C. E. Swingle.

The committee on nominations consisted of J. M. Yarnell, R. W. Mitchell, and L. M. Phylson.

A committee, consisting of O. T. Corson, M. R. Andrews, J. P. Cummins, D. J. Evans, and U. M. Shappell, was appointed to co-operate with State Commissioner Miller in arranging for the coming Columbian Exposition.

Hon. Geo. F. Aldrich, member of the Legislature from Sandusky county, was present and spoke strongly in favor of township organization.

A number of the topics previously announced were taken up and discussed. As a result of these discussions, the following resolutions were reported by the committee and adopted by the Association, as expressing the prevailing sentiment on the principal topics discussed:

1. *Resolved*, That it is the sense of this Association, that a system of STATE NORMAL SCHOOLS, is necessary to the highest development of the professional spirit and educational qualification of our teachers.

2. *Resolved*, That it is the sense of this Association, that the County Examiners should be made responsible for the success of the County Institute.

3. *Resolved*, That the wisdom of the Truancy Law, as a measure to extend the benefits and increase the efficiency of the schools, has been fully attested. Also, that its very general approval by the patrons of the schools is most gratifying to all friends of education in the State. We believe that the time has come when the limit of compulsory attendance should be extended to 16 years, and we now recommend to the

General Assembly, during its coming session to enact such minor amendments as are needed to enable school officers to carry out more fully the purposes of the law.

4. *Resolved*, That it is the sense of this Association that the condition of the country schools, would be greatly improved by the enactment of a law changing the present Sub-district System to the Township System, and that we, through our legislative committee, earnestly request the Legislature to pass such a law at the coming session.

5. *Resolved*, That when the bill for the purpose of changing to the Township System is once introduced, we endeavor to get petitions favorable thereto.

6. *Resolved*, That it is the sense of this Association, that the law should be so amended as to require Township Boards of Education, after every annual enumeration, to apportion the children of all districts having an enumeration of less than twenty youth, between the ages of 6 and 21 years, among the adjoining districts, in such manner as best to accommodate those interested.

7. *Resolved*, That it is the sense of this Association that Sec. 4073 should be amended, and that we request the legislature to so amend said section that it shall read,—

The Board may grant certificates for one, two and three years from the day of examination, which shall be valid in the county wherein they are issued, except in city and village districts that have boards of examiners, in which they shall not be valid; *but no certificate for one year shall be granted a second time to any person having had experience in teaching; and the examiners may grant certificates for five years, etc.*

The officers for the ensuing year are, *Pres.*, C. W. Bennett; *Vice-Pres.*, L. D. Bonebrake; *Sec.*, E. M. VanCleve; *Treas.*, J. B. Mohler; *Ex. Com.*, H. M. Parker, R. W. Mitchell, J. W. Pfeiffer.

M. R. ANDREWS, *Pres.*

G. W. DE LONG, *Sec.*

### PERSONAL.

—Superintendent F. S. Alley, of Ripley, has been called to mourn the loss of his wife. She died January 10th.

—M. F. Andrew, who taught for a time at Newport, Ky., has returned to Ohio, accepting the principalship of schools at Cheviot, Hamilton county.

—Supt. H. M. Ebert has recently revised the course of study pursued in the schools of Grafton, and with one additional teacher the schools are making good progress.

—Supt. B. T. Jenkins is now in his eighth year at Sparta, Morrow Co. The schools have secured a good library, maps, charts, manikin, etc., and are in a prosperous condition.

—Frank H. Roberts, of the Vienna High School, has succeeded C. W. Durbin in the superintendency of schools at Fredericktown, Knox county. Mr. Durbin died of pneumonia, Dec. 25.

—A. C. Burrell, who was last year principal of the Painesville High School, has been called to teach mathematics in the Indianapolis High School. He has recently suffered sore bereavement by the death of his wife. She died Jan 14, at the home of her mother in Tallmadge, O. She was a talented, cultured, and earnest woman.

—Supt. W. H. Kirk, of East Cleveland, has a corps of twelve teachers, with a course of study sufficient to admit to any Ohio college, including four years of Latin and two of Greek. The work goes on pleasantly and prosperously.

—Supt. H. H. Cully, of Burton, has called to his assistance Miss Ora M. Harper, of Dalton, one of the best known and most successful primary teachers of Wayne county. The engagement is for life. The MONTHLY extends congratulations.

—J. O. Caldwell, late of Wilmington College, O., now of Fountain school, Pueblo, Colo., has a corps of twelve teachers. He attended the recent session of the State Association at Denver, and makes a favorable report of school matters in Colorado.

—Miss Iona Jones, of Fostoria, Ohio, desires to make institute engagements for next summer. She has supervision of primary instruction in the Fostoria schools, and has done acceptable institute work in Darke, Preble and Hamilton counties.

—Prin. W. H. McFarland and his daughter Ella, of Columbus, made a trip through Kentucky, Tennessee, Georgia, and Alabama, in the holiday vacation. Mr. McFarland spent two days in the schools of Chattanooga, attending and taking part in Arbor Day and flag-raising exercises.

—At her home in Dresden, Ohio, on the eighth of December last, Mrs. Mittie Cresap Senior died.

For more than thirty years Mrs. Senior taught in the schools of Muskingum Co., fourteen of which were in Dresden. No pupil was ever under her instruction who did not become her life-long friend. Dear to her heart were the children given her to train, earnestly she strove to make them noble men and women as well as thorough scholars.

Her beautiful life will live on in the lives of her pupils, lighting others to the path she trod.

Everybody loved and honored Miss Cresap; she was a true teacher, a firm friend, a noble woman.

The foregoing comes from Miss Emma Deterly, of the Elyria High School. In a private note accompanying she adds the following:

Mrs. Senior was a sister-in-law to R. W. Stevenson, formerly of this State. Her career as a teacher was remarkable—her work in Muskingum county surpassing in ability and extent that of most teachers. Her life was one of the most beautiful I ever saw, pure, humble and Christ-like.

—At a memorial meeting of the Columbus teachers, called by Superintendent Shawan, and held Jan. 22, a committee, consisting of Principal Abram Brown, Geo. H. Twiss and Miss Josephine Tippet, was appointed to prepare suitable action in relation to the death of Dr. Thos. W. Harvey. A like committee, consisting of Principal Becker and Misses Becker and Howald, was appointed to report suitable action concerning the death of Miss Emilie Schaub, a member of the Columbus corps of teachers. After appropriate remarks by Supt. Shawan and others, the committee first named reported the following resolutions, which were unanimously adopted:

*Resolved*, That we, the teachers and friends of public school education, of Columbus, Ohio, have heard with sincere regret of the death of Hon. Thos. W. Harvey.

*Resolved*, That as scholar, author, teacher, city and state school official, his work in the field of public education has been eminent in ability, zeal and devotion. His attachment to friends was strong and hearty, his bearing kindly and genial, his love for truth, fidelity, integrity, and purity was conspicuous in all his actions. He was every teacher's friend. When shall we see his like again?

*Resolved*, That we extend our profound sympathy to his bereaved family, and that the secretary be instructed to forward to them a copy of these resolutions.

The other committee reported the following resolutions, which were also adopted:

*Resolved*, That by the death of Miss Schaub the Board of Education has lost a faithful servant and a trusted employe, who had always uppermost in her mind the interest of her school and the highest good of her pupils.

*Resolved*, That the superintendent and teachers of our city have lost, in the death of Miss Schaub, a faithful fellow-laborer and a sincere friend.

*Resolved*, That we extend to the bereaved family our deepest sympathies, and that a copy of these resolutions be sent them.

### BOOKS.

*The Story of Our Continent*: A Reader in the Geography and Geology of North America. For the Use of Schools. By N. S. Shaler, Professor of Geology in Harvard College. Published by Ginn & Co., Boston.

This book is designed as a supplementary reader, to be used in connection with a regular geographical text-book. In it is told in simple and pleasing style the story of how North America came to its present shape and condition, how the stages of its growth have affected the climate and thus influenced the vegetable and animal life on its surface. The book is admirable both in conception and execution. Grammar-school teachers will want it in the hands of their pupils.

*Reference History of the United States*. For High-Schools and Academies. By Hannah A. Davidson, M. A., Teacher of History, Belmont School, California. Ginn & Co., Boston.

This is a book of exceeding value to the teacher of U. S. history, whether the plan recommended be fully carried out or not. The plan proposed may be called the library method. It implies access to a good library. Topics and outlines are given with references to sources of information. Under favorable conditions, the plan would, without doubt, produce excellent results. Without multiplying words, we unhesitatingly advise every teacher of U. S. history to get a copy of this book. It is full of meat.

*Master-pieces of American Literature* grew out of a desire on the part of Boston school authorities for a collection of characteristic productions of eminent American writers, suitable for use in the more advanced classes of the grammar schools. The authors selected are Franklin, Irving, Bryant, Webster, Everett, Longfellow, Hawthorne, Whittier, Emerson, Holmes, Lowell, Thoreau, and O'Reilly. There is a well-written sketch of each, and one or more of his complete productions.

From Irving we have *Rip Van Winkle*, from Longfellow, *Evangeline*, from Whittier, *Snow-bound*, from O'Reilly, *The Pilgrim Fathers*, from Lowell, *Abraham Lincoln*, from Holmes, *Grandmother's Story of Bunker Hill*, etc. The book is well adapted to the double purpose of a school reader and an introduction to the study of English Literature. Published by Houghton, Mifflin and Co., Boston and New York.

*The Report of the Commissioner of Education for the year 1888-89* appears in two large volumes, pages LIX and 1669. Volume I. contains the Commissioner's Introduction; General and Comparative Exhibit of Education in the United States and Foreign Countries; Normal Schools, Manual Training Schools, Courses of Study, Religious Instruction in Public Schools, Compulsory Attendance, State Text-book Laws, School Savings Banks, Township System, etc., etc. Volume II. is devoted to Detailed Statistics of Educational Systems and Institutions, with Comments and, Discussions, Index to Publications of Bureau of Education, and a very full and excellent index to these volumes. It is not only the most voluminous report yet issued by the Bureau, but it is, without doubt, the most complete and valuable report of its kind which has ever appeared in this country. It is the twentieth annual report of the Bureau—the first under Dr. Harris's administration.

*Elements of Ethical Science; A Manual for Teaching Secular Morality.* For the use of Reading Cirles, Teachers' Institutes, Schools and Colleges. By John Ogden, M. A., author of "The Science of Education," "The Art of Teaching," etc. Published by the author, at Bismarck, North Dakota.

The author, now Superintendent of Public Instruction for the State of North Dakota, is well known to the older school men of Ohio, having been engaged in educational work in this State for a good many years. Starting with a statement of moral principles, he discusses in simple and direct language such topics as The True Order of Scientific Development, a Means of Promoting Moral Culture, Study as a Purely Moral Force, Incentives to Obedience, Moral Force of Industrial Education, Moral Obligations and Duties, etc. The book is characterized throughout by logical analysis and clearness of statement, and its high value as a study for teachers cannot be questioned. What seems to us a serious defect is the studied avoidance of all recognition of God as the Great Lawgiver, and our obligation of loyalty and obedience to Him. Like some other books of its kind which have appeared recently, it is manifestly too deferential toward those who have not the fear of God before their eyes.

Magazines for February have come to our table as follows:

*The Century Illustrated Monthly Magazine.* The Century Co., Union Square, New York.

*The North American Review.* No. 3 East Fourteenth Street, New York, Scribner's Magazine. Charles Scribner's Sons, New York.

*The Atlantic Monthly.* Houghton, Mifflin and Co., Boston.

*The Arena.* A Magazine of Liberal Thought. Arena Publishing Co., Boston.

*The Review of Reviews.* 13 Astor Place, New York.

*Littell's Living Age.* A Weekly Magazine. Littell & Co., 31 Bedford Street, Boston.

*St. Nicholas.* For Young Folks. Conducted by Mary Mapes Dodge. The Century Co., New York.

*Wide Awake.* An Illustrated Magazine for Young People.



— THE —  
**OHIO EDUCATIONAL MONTHLY**

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

— AND —  
**THE NATIONAL TEACHER.**

SAMUEL FINDLEY, EDITOR.

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**THE SKILLFUL HAND.**

C. S. COLER, COLUMBUS, O.

The inductive method of Bacon combined with Spencer's idea of "what knowledge is of most worth" is perhaps the most characteristic feature of the education of to-day.

Classics have for the most part taken a secondary place in courses of study.

That education which is a mere condition or activity of mind is being supplanted by the more practical sort, the fruit of which can be more readily seen.

As the eagle must sometimes descend to earth in search of food, so thought must sometimes come in contact with material things in order to be strengthened for higher and more enduring flight.

Text-books and knowledge at second hand are not held in such reverence as of yore.

Mechanics, physics, chemistry, biology, and botany are seeking the laboratory, and old principles are being applied in new ways and new principles are being discovered and developed.

The scalpel and the crucible are better symbols of education to-day than any pile of musty tomes surmounted by a sleeping owl.

The smoky lamp of science must give place to the new incandescent burner.

A revolution has already taken place in courses of study and in methods of teaching as well. To draw out and develop the powers of the soul; to store the mind with useful knowledge; to build up noble characters, full of courage, ambition, and hope for the future; to create a lasting love for learning, and to inspire with the desire and determination to be something and do something in the world,—these are some of the objects of education, and for the accomplishment of these ends, the first, second, and third requisite is the **TEACHER**. What Garfield said of Mark Hopkins is worthy of being written in every teacher's private room. But new occasions bring new duties, and the teacher must keep abreast of the times.

The kindergarten, object-lessons, sewing and cooking schools, manual training, and many other "new features" are being worked out and, sooner or later, will find their proper places in our various "systems." Practical experiment as a means of education is receiving more attention than ever before. Among teachers as well as among mechanics, the skillful hand is more and more essential to success. The ability to write well with pen and with crayon is a valuable accomplishment for any teacher. Legibility, rapidity, and beauty are the requisites of good writing. Carelessness in regard to any of these on the part of the teacher will invariably lead to the same fault on the part of pupils. The teacher who can draw can often secure the attention and teach more in two minutes than another teacher could do in two hours.

Every superintendent knows the truth of this. Besides having an "educative value" of its own, there is nothing that so facilitates the difficult process of getting from the concrete to the abstract, or from the abstract to the concrete as does drawing.

In music, too, the skillful hand may be used to advantage in the school. The harp, the violin, the organ, and the piano may be used to good effect.

Modeling in clay, in plaster, or in putty is one of the best means of creating an interest in geography and in many of the sciences. Painting may also be used in many ways.

The importance of pictures as a means of education is being recognized more and more, as is shown by their extensive use in text-books and by the press. The writer, the artist, and the printer are to prepare the food which the teacher is to serve. In the sciences and in elementary books of all kinds, the pictures may be made to educate as much as the printed page, color-plates may be used to good effect. The teacher who can use the brush skillfully

with oil or water-colors can do much to awaken an interest in the school. A painting on the wall will be much more admired and appreciated if it is known to be the work of the teacher's own hand. But nowhere is the skillful hand of more importance to the teacher than in the manipulation of apparatus. Almost every school is furnished with more or less apparatus, and if teachers were more skillful in the use of such things, boards of education would gladly purchase all that would be needed.

Especially in chemistry and physics, many otherwise good teachers fail because they lack skill in using the instruments they have at their disposal. Success in the laboratory depends largely upon the skillful and accurate use of apparatus. The exercise of a little ingenuity will enable the teacher to perform hundreds of interesting and beautiful experiments before the school. The use of tools as a means of education is growing more and more in favor. Departments of manual training are finding a place in many high schools.

Wood-carving, joinery, pattern making, forging, moulding, and brass work are being taught with good results. Distinction is to be made between technical education and manual training. In the former, sciences are studied and taught with a view to their application to the various arts and industries. In the latter, tools, processes, and materials are studied with regard to their educative value. In manual training, perfection of workmanship is not considered so important as is intelligent use and application of tools and principles. Manual training has many arguments in its favor.

1. Boys become interested in the work and are disposed to remain longer in school, with better chances for success when they seek employment.

2. Sense-perception and observation are cultivated, and hence better intellectual development follows.

3. Better moral development and sounder judgment of men and of things are attained.

4. It makes more intelligent workmen, and hence leads to invention and improvement in the arts and industries.

5. It leads to education among the laboring classes and to the better co-operation of labor and capital.

There is an affinity of mind, or "natural aptitude" which may be taken advantage of and which the teacher should never overlook. The boy who cares nothing for books may take a lively interest in the use of tools, and if duly encouraged may become a successful

mechanic or architect. All can not be clerks, or teachers, or lawyers, or merchants. There is a work for the hand as well as for the brain.

Henry Sabin says, "A sound heart which throbs for God and humanity is a good thing; a sound heart and a clear strong head is better; a sound heart, a clear head, and a skillful hand give us the nearest approach to a perfect man." As in years past courses of study in graded schools had to be modified so as in a measure to compete with business colleges, so now it would seem that there is a demand for the introduction of manual training in order to compete with technical schools and to fit the boys for the more practical pursuits of life.

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### EXAMINATION QUESTIONS.

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BY W. H. VENABLE, LL. D., CINCINNATI.

#### I.

WHAT CAN I DO TO SAVE?

Sometimes it is said that only time and the slow-working of moral forces can perfect human nature; and that we must be patient and wait. But must we not also be impatient and hasten? The mills of the gods may be oiled by the hands of men. Evolution is not outside of men; it is within; it is part of each as of all; each one can do ONE'S part in reforming the world. Individuals are the atoms that make up the larger bodies called family, or community, or state. John, James, Mary and Eliza are elementary forces of nature. They make and unmake. What so potent as an independent, personal brain acting and re-acting on other brains? What so helpful to society as the eager, enthusiastic, aspiring and striving soul, conceiving a better development and condition for itself and for every other soul, and pressing forward for the mark of its high calling? The past drags us back,—the present strands us,—but the future is a strong magnet. Compelled to feel the curb of things as they were, and bound to exist among things as they are, man grows stronger and more hopeful by drawing inspiration from things as they ought to be.

#### II.

IS THE FUTURE IN THE PAST?

One of the sublimest thoughts of Carlyle is the thought that each day we stand at the confluence of two eternities, the infinite past and the infinite future. What happened in Egypt or India, or Palestine, centuries ago, transmitted through the lives of nations

and of particular men, may control and must modify the events of to-day and to-morrow. The strike that takes place at Chicago or St. Louis in 1892 might have been caused by a train of circumstances beginning in the Middle Ages. Does not the state of the air a thousand miles away forewarn the sailor to cast anchor or to set sail? So the stream of influences flowing from antiquity may indicate what the tendency of future events will be. Realizing what has been accomplished towards civilization, and by what means, the individual may order his steps according to knowledge and move forward with some assurance that his advance is actual and not seeming. As Taine expresses it, he will "march" and not merely "mark time." The present is the fruition of the past, and we plant the future now.

When Sir Thomas Moore published "Utopia," his contemporaries deemed him visionary. The vision which he saw and reported in glowing words, a succeeding generation beheld materialized. Like an architect's drawing, the book furnished a working plan by which political and social life in England built a new house. Forever the conception of a better system persuades men to practical endeavors in reform. "The actual must be judged by the ideal," says Fichte. Were there no inspiration from Heaven, Earth's sons would lose energy.

### III.

#### IS NOT THE KINGDOM OF HEAVEN COMING?

Granting that man is by nature a creature of animal instincts; that he quarrels and fights; that he is cruel and selfish; that the old Adam, or, if you please, the old ape, survives in his veins;—we yet see that he is also by nature a being that outgrows the disposition of the wild beast; he ceases to prefer war and longs for universal peace; he is docile; he immolates his fierce propensities; he learns self-sacrifice. Notwithstanding its seeming inertia, and occasional gravitation to lower levels, the human species struggles towards the warmth and light of ideal perfection. The annals of the last century are radiant with evidence of this. Freedom has extended her domain; fetters have fallen from millions of serfs and slaves; persecution in its grosser forms has ceased, and religious toleration, like sunshine, has melted the frosts of bigotry. Unreasonable and revolting punishments are no longer inflicted on culprit or criminal in enlightened countries. The rights of suffrage have been vastly widened, and the sovereignty of the majority has been conceded

without depriving minorities of representation. Popular education has offered its rich blessing to nations. The condition of woman has constantly improved, which means elevation to mankind. The worth and dignity of labor have been recognized as never before. In a word, might has consented to hold parley with right, and to be influenced by her persuasions. We have fallen upon a day of "paper bullets," that shoot ideas into men's heads; and Captain Pen outranks Captain Sword. The sway of reason is more and more felt in the affairs of life. Why, even the mob, that awful man-monster, seems to be learning self-control, at least in England and in the United States.

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### TEACHING TESTS POOR PROMOTION TESTS.

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The fact should be more clearly recognized that a good teaching examination may be a very poor promotion examination. The teaching test may be more a test of power and skill than of knowledge. It may go outside of the known work of the teacher, and for the purpose of making it broader. Indeed, the very best teaching questions may be designed to find out what pupils do not know, as well as what they know, and this to suggest the use of a more rational method of teaching.

The writer once sent a series of questions into the eighth-year grade to call attention to the fact that it is possible for pupils to repeat certain statements respecting the causes of the change of seasons and not possess much real knowledge of the subject. The questions submitted included the following:

- (1) Why is it warmer at noon than at 9 o'clock in the morning? (2) Why is it warmer in Ohio in July than in January?
- (2) In what month is the sun nearest the zenith at noon in Cincinnati? Farthest from the zenith?
- (3) What is the difference in degrees between the highest and lowest altitude of the sun here at noon?
- (4) Is the sun at this time (November) going from or approaching the zenith? When will there be a change? When the next change?
- (5) If you lived at the equator would the sun ever be directly over your head at noon? If so, when?
- (6) In how many and what months is the sun at the equator north of the zenith at noon? South of the zenith at noon? What is true of the movement of vertical rays of the sun in the Torrid zone?
- (7) Are the rays of the sun ever vertical at the Tropic of Cancer? If so, when? North of the Tropic of Cancer? At the Tropic of Capricorn?
- (8) If you lived on the equator, in what direction would your shadow fall at noon in July? In January?

(9) In what month are the shadows of vertical objects at Cincinnati longest at noon? In what month shortest? Why?

(10) When does the sun rise exactly in the east? (2) In what month does it rise north of east? South of east? (3) When does it rise farthest north of east?

(11) When the rays of the sun are vertical at the Tropic of Cancer, which zone has no day? Which no night?

(12) Which pole of the earth is now (November) in continual darkness? Which will be next April? Why the change?

The answers to these questions were not graded nor were the results recorded. The principals reported the number of pupils examined, the number who answered all of the questions correctly, the questions missed by the greatest number of pupils, and such other facts as were called for. The result was an earnest re-teaching of the subject by more natural methods, and all this was accomplished without the loss of promotion by a single pupil. It would have been a serious injustice to put such questions as several of these into a promotion test.

Indeed, the attempt to prepare promotion tests that will be suggestive to teachers and, at the same time, fair to the pupils, is always difficult, if not impossible. If the questions are broader even than the average teaching, they will "slaughter" pupils, and, if they are not broader, they will inevitably narrow and groove the teaching. The attempt to make promotion tests disclose defects in teaching always involves this serious dilemma. It is certainly unjust to keep pupils in a grade an extra year because the teacher has failed to teach certain facts which the superintendent wishes to be taught in the future. The only justification of such a course is the vicarious principle that one class of pupils may be called to suffer for the benefit of the pupils who are to come after them! The result is not only a narrowing of the tests but they must largely call for memorized knowledge. They more and more require teachers to put their pupils' knowledge into what Frederick Harrison so aptly calls "the sharp, smart, orderly, cocksure style," which so delights the professional examiner and the crammer.

Moreover, these narrow and technical promotion tests have been misleading as evidence of the actual attainments of pupils. The pupils in our schools have reached no such proficiency as the promotion examinations have indicated. The number of pupils reported as "perfect," or very close to perfection, has been marvelous. The vanity and pride of pupils and parents, and even of teachers, have not only been unduly flattered, but all have been much deceived.

It is thus seen that the promotion of pupils on the estimates or judgment of teachers does not involve the exclusion of the searching examination, oral or written, from school work. On the contrary, it means a closer and more helpful union of examination and instruction, the former being made the open eye, the guide, and the spur of the latter. It means the freeing of instruction from the domination of the examination, the latter becoming the attending servant and not the directing master. It means the freeing of the examination from the rule of the time table, and making it alert, spontaneous, helpful in daily work. It means that teaching is to be guided and inspired by high ideals, and not to be subject to the domination of low, artificial, and unworthy motives; that it is to ask, "What is best?" and not, "What will count?"—that it is to be a noble art and not the sorry trade of preparing wares for the examination market. It means that the teacher shall be a soul trainer and not a crammer; that he shall know the progress of his pupils and that his knowledge shall be respected and honored; that he shall be worthy of such freedom and confidence or "step down and out." It means that the principal is to be the head teacher and not the pencil sharpener and boss whipper; that he is to be the trainer and guide of teachers and not a crank-turner and method-grinder. It means that the superintendent is to be the instructor, inspirer, and leader of the teaching corps, and not a mechanical engineer of the "school machine." It means that the schools are to be for the pupils and not the pupils for the "system;" that health and vigor are to stand before "percents;" mental power and culture before "cram," and character before "rank." It means that school life is to be more and more an inspiration and delight to all true souls that love knowledge and mastery.—*E. E. White.*

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### **TOWNSHIP ORGANIZATION.**

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BY R. H. HOLBROOK.

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#### **NOW IS THE TIME TO PUSH THINGS.**

In the last number of the MONTHLY, County Supervision and Township Supervision were weighed in the balance by Dr. Bennett, and Township Supervision found decidedly the heavier and, therefore, the more important at the present time.

The Committee of the Ohio State Teachers' Association on School Legislation, at its meeting, January 30th, gave their "un-



qualified assent" to the Workman bill now before the House, providing for township organization.

The Ohio School Examiners' Association, in their annual meeting last December, unanimously adopted a resolution urging the enactment of a law changing the present sub-district system to the township system.

The Ohio Teachers' Association, in its last annual meeting, adopted a resolution favoring the same idea.

The Warren County Plan practically carries out the idea so far as gradation and co-operation of the country schools is possible under the present law. The Bixwell bill now before the House establishes by law the Warren County Plan. It received the unanimous approval of the Committee on Common Schools of the House.

The N. W. O. Teachers' Association, at its Kenton meeting, unanimously adopted resolutions favoring township organization.

Thus, movement is going on along the whole line. The educational forces of the State are solidly unanimous for the idea, and "forward, march!" has been sounded. Every one is agreed that now is the time.

Let no effort be withheld. There should be no fear of discussion. Better that the measure should go down with discussion than go through without discussion. But discussion will be its salvation, I know of many regions where discussion has changed opposition to championship. Educators should make this their theme before Farmers' Institutes, and all other farmers' meetings.

Teachers should write short articles upon the subject for the local papers.

Send to *Supt. J. F. Lukens*, Lebanon, Ohio, for some material which the Warren County Teachers' Association has had printed for free distribution.

Speak to your members of the State Legislature about it.

Send to *Hon. C. H. Workman*, Columbus, Ohio, for a copy of his bill.

Compare it carefully with the school law. Note that it provides,

(1) That the Township Board shall consist of the township clerk, *and one director elected for a term of three years from each sub-district. The clerk of the township shall be ex-officio the clerk of the board, but shall have no vote except in case of ties.*

(2) That the Township Board shall hire all the teachers and

make all provisions necessary for the convenience and prosperity of the schools within the sub-districts.

These are the leading and all important features of this important measure. Local rights are fully recognized in that each sub-district elects its own member of the township board. There is, therefore, no "robbing the people" of any powers.

Of course, there are objections to this measure. So are there objections to everything. But the difficulties connected with the enforcement of this law will be few and slight compared with the many and great changes for the better which it will effect for the country schools.

Twice a similar measure has come within one or two votes of becoming a law. The Legislature is more favorable now than ever before.

Let every personal effort be made; let every individual influence be brought to bear; let every teachers' association, county and district, speak out; let every school superintendent in the State bestir himself with the Legislature; let every teacher in the State write a personal letter *now* to his representative, asking him to vote for Workman's House Bill No. 188; let every friend of education do the same thing and get his neighbor to do it; let every friend of education who gives public lectures take "Township Organization" as one of his immediate themes; let all the educational journals of the State keep pounding away; let everybody everywhere in the State think what he can do, whom he can influence, what he can say, and proceed immediately to do and say and influence; let all this be accomplished *now* in behalf of Workman's House Bill No. 188, and it will surely be made a law before this Legislature adjourns.

N. N. U., Lebanon, O.

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### STATE EXAMINATION QUESTIONS.

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(Continued.)

ALGEBRA.—1. What is an *equation* in algebra? When are two or more equations said to be *simultaneous*? When two or more simultaneous equations are given, how do we proceed to find the values of the unknown quantities? What is the technical name given to this process? How many and what principal methods of performing it? 2. What is an *indeterminate equation*? An *indeterminate problem*? In order that a problem may be *determinate*, what number of conditions must its enunciation contain and how

must each condition be susceptible of being expressed? 3. What is an *inequality*? If the same quantity be added to or subtracted from each member of an inequality, what will be true of the resulting inequality? If we multiply or divide each member of an inequality by the same *positive* quantity, what will be true of the resulting inequality? What if we multiply or divide each member by the same *negative* quantity? 4. Reduce the following radicals to their simplest forms:  $\sqrt{125 a^3}$ ;  $\sqrt[3]{98 a^4 b^3}$ ;  $\sqrt[3]{56 a^5 b^4}$ ;  $\sqrt[3]{54 a^4 b^3 c^3}$ ;  $\sqrt[4]{48 a^5 b^3 c^4}$ . 5. What is an *imaginary* quantity in algebra? Into what two factors may every such quantity be resolved. Find the first five powers of  $\sqrt{-1}$ . Multiply  $\sqrt{-17} + \sqrt{-19}$  by  $\sqrt{-119} - \sqrt{-133}$ .

GEOMETRY.—1. Draw three lines and find their fourth proportional. 2. The radii of two concentric circles are 40 and 54 feet: what is the area of the surface bounded by their circumferences? 3. Problem.—From a point without a circle to draw a tangent to the circle. 4. Define supplemental angles, a curved surface, a postulate, a variable, a polyhedral angle, and the altitude of a cone. 5. Draw two parallel straight lines and intersect them with a third straight line. Designate the angles that will be formed. What angles are equal? 6. To what is the square of the sum of two lines equivalent? Demonstrate. 7. Problem.—To find the area of a segment of a circle. 8. Prove that the side of a square and its diagonal are incommensurable. 9. To what is the lateral surface of a prism equal? To what is the volume of the frustum of any pyramid equal? 10. Prove that the surface of a sphere is equal to four great circles.

TRIGONOMETRY.—1. What is a logarithm? When will the logarithm of a number be a whole number? What is the characteristic of a logarithm, and what rules govern it? What is the primary unit in Trigonometry? What functions of arcs are needed for solving triangles? 2. Prove:—In any plane triangle, the sum of the sides including either angle is to their difference as the tangent of half the sum of the two other angles is to the tangent of half their difference. 3. Find the sine of half an angle in terms of the cosine of the angle. 4. The two sides about the right angle, the complements of their opposite angles, and the complement of the hypotenuse are called what?

ASTRONOMY.—1. Name the planets in the order of their size. How many moons has each? 2. Give Kepler's laws. 3. What proofs have we that the moon has little, if any, atmosphere? 4. In what respects do the sidereal and the tropical year differ? Give

the length of each. 5. What is the velocity of light? How and by whom determined? 6. Compare Venus with the Earth as to size, distance from the sun, inclination of axis, and length of day and year. 7. Under what circumstances do we have a total eclipse of the moon? An annular eclipse of the sun? 8. What eclipses have occurred since January 1, 1891? How many eclipses may we have in a year? 9. Name five of the most prominent constellations now visible at 9:00 o'clock in the evening, and five of the brightest stars. 10. Give the present theory as to the origin of meteors.

ORTHOGRAPHY.—1. Give the rule or reason for spelling the second word in each of the following pairs of words: *fog, foggy; toil, toiling; begin, beginner; travel, traveler*. 2. Give the rule or reason for spelling the second word in each of the following pairs of words: *trace, tracing; efface, effaceable; fringe, fringing; singe, singeing*. 3. What is a primitive word? A derivative word? A simple word? A compound word? 4. What is a digraph? Which letters form digraphs in the following words: *four, alien, friend, special, people, and question*. 5. Mark the pronunciation of the following words: *hymeneal, squalor, vagary, brigand, obligatory*.

RHETORIC.—1. How is rhetoric related to grammar and logic? What is the derivation of the word *rhetoric*? 2. In what way does the study of rhetoric add to our interest in the study of literature? What is meant by *style*? 3. Give some general rules to be observed to preserve the *unity* of a sentence. 4. Of what value are figures of speech? Give an example of mixed-metaphor. 5-6. Point out, and give names to, the rhetorical figures found in the following extracts:

"Fetter not commerce, sir. Let her be as free as air; she will range the whole creation, and return on the wings of the four winds of heaven to bless the land with plenty." Patrick Henry.

"Some books, like quacks, impose on the world by promising wonders; while others turn beaux and trust all their merits to a gilded outside." Fielding.

"Railroad iron is a magician's rod, in its power to evoke the sleeping energies of land and water." Emerson.

"In every art and business, theory is the soul and practice the body. The soul without a body in which to dwell is indeed only a ghost, but the body without a soul is only a corpse." James Freeman Clarke.

7. Name the proper parts of an oration. What are the essential qualifications of a successful orator? 8. Classify poems. Give a noted instance of each species. What is the nature of a poem? 9. Describe the *heroic* verse. In what meter is blank verse usually written? What writers made most use of the Spenserian stanza? 10. What is a paraphrase? In what respects do memoirs and biographies differ? What are the essential elements of a true work of fiction?

PSYCHOLOGY.—1. Give the etymology of the word *psychology*. How does the proper method of studying psychology differ from that of studying physics? 2. Name the three elemental soul powers. Give the derivation of the word *faculty*. 3. In what order are the senses developed? How does original perception differ from acquired perception? 4. What are the characteristics of the completed product of sense-perception? 5. What elements make up what is termed representative knowledge? How are the laws of resemblance, contiguity, and contrast, taken together, named? 6. Name the term employed to denote the automatic activity of the brain. Why are most of our acts of memory imperfect? 7. Upon what conditions does imaginative activity depend? By what mental processes do we secure elaborative knowledge? 8. How does a knowledge of psychology help us to determine the proper order of studies? Give an example of a categorical judgment. 9. What processes enter into and form a part of inductive reasoning? A perfect system—the product of reasoning—includes what relationship of facts? 10. How best classify the modes of sensibility? State two important laws of habit.

LATIN.—1. Latin nouns are divided into how many declensions? What is the distinguishing mark of each? 2. Latin adjectives are of how many declensions? As respects Latin adjectives, what is comparison? Regularly, how are the three genders of the comparative and superlative formed from the positive? 3. How many and what classes of pronouns are there in Latin? Decline the personal pronouns of the first and second persons. 4. A complete verb in Latin has how many and what active participles? Passive participles? Give these for the verb *amare*. How is the first periphrastic conjugation in Latin formed? The second? 5. Translate: “Capella, stans in tecto domus, lupum vidit praetereuntem, et ludificavit. Sed lupus, “non tu,” inquit, “sed locus tuus me ludificat.” Parse fully “stans” and “praetereuntem.”

GEOLOGY.—1. Name and define the several departments of

geology. 2. Describe the composition and economic value of quartz, blende, galena, mica, and feldspar. 3. Give the history of stratified rocks, and show—*a.* That they have been deposited slowly in water. *b.* In horizontal layers. *c.* Consolidated after deposition. *d.* Elevated by certain dynamic agencies. 4. The Silurian age—*a.* Distribution in the United States. *b.* Life found at the beginning of the age. *c.* Types of life introduced. *d.* Extinctions of life at the close of the age. 5. The Carboniferous age—*a.* Distribution in the United States, including the five great coal fields. *b.* Theories as to the origin of coal. *c.* Plants which formed the coal. *d.* Separate coal seams in same district explained. *e.* The different kinds of coal described. 6. Glacial epoch—*a.* Area in North America. *b.* The drift—kinds of material and source. *c.* Locate the "terminal moraine." *d.* Cause of the glacial climate. *e.* Life of the epoch. *f.* Did man live during this epoch?

NOTE.—Give some account of your reading and study in this science.

PHYSICS.—1. Give the law of weight. How far above surface of the earth must 2,700 pounds be placed to weigh 1,200 pounds? 2. A body falls freely for seven seconds. Find (*a*), the space passed through in the last second; (*b*), the entire space passed over; (*c*), the final velocity. 3. Give the mechanical equivalent of heat. By whom was it ascertained? Upon what fact does the process of distillation depend? 4. How many horse-powers are there in a machine that will raise 8,250 pounds 176 feet in four minutes? 5. Describe the effect of a prism upon a beam of light. Upon what does the color of bodies depend? 6. If 15 seconds intervene between the flash and report of a gun, what is its distance, the temperature being 80° F.? 7. Define the terms electrical potential, dyne, volt, ohm, and electro-motive force? 8. How high could a fluid having a specific gravity of 1.35 be raised in a common pump, when the barometer stands at 29.5 inches? 9. Describe the bichromate of potash cell, and give directions for its use. 10. Suggest apparatus and books of reference to be used in connection with the subject of heat.

ZOOLOGY.—1. What determines the zoological rank of an animal? 2. Explain the theory of evolution, giving any facts known to you which sustain the theory. 3. Explain metamorphosis. Give at least one example describing all the stages. Is this an evolution? 4. Describe the amoeba, as follows: *a.* Size, form and structure. (Make drawing.) *b.* Show that it has an

organization. *c.* Explain its importance in the study of zoology. *d.* What physiological functions are illustrated? *e.* Explain the nature of its reproduction. 5. Describe a coral-polyp, and the formation of a "coral." 6. Describe the formation of chalk, as follows: *a.* Describe the animal. *b.* Give its habits and mode of growth. *c.* How is the "chalk" formed? 7. Name and define the classes of Vertebrata. Also—*a.* Structure and functions common to birds and reptiles. *b.* Could they have had a common history by the laws of evolution? 8. Describe the organs of respiration in horse, fish, earth-worm, cray-fish, and whale.

NOTE.—Give some account of your reading and study in this science.

BOTANY.—1. Describe the four stages of plant life. 2. Name and describe the parts of a leaf, and the functions of each part and organ. 3. How is absorption performed by the roots of plants? 4. State the ways in which underground stems may be told from true roots. 5. Name the parts of the flower in their true order, and describe the structure and function of each part. 6. Select some plant with which you are acquainted, and give a complete description. 7. Name the most important elements entering into the food of plants. 8. Give the general character and chemical composition of protoplasm. 9. Describe the different types of cells found in plants. 10. Explain respiration in plants.

NOTE.—Give some account of your reading and study in this science.

CHEMISTRY.—1. Describe the apparatus and materials you would use in preparing oxygen. 2. What percent of nitric acid is nitrogen? 3. Illustrate the law of multiple proportions. 4. How much sal-ammoniac would be required to make 20 liters of  $\text{UH}^3$ , measured at  $25^\circ\text{C}$ . and 744<sup>mm</sup>? 5. Define an element, specific gravity, valence, chemism, and combustion. 6. Of what is gun-powder composed? To what is its explosive force due? 7. Give the chemical formula for saleratus, blue vitriol, alcohol, soda, marble, salt, cane-sugar, calomel, saltpeter, and chloroform. 8. Describe the process of smelting iron ore. 9. Give a test for iodine, arsenic, and sulphuric acid. 10. How can you detect the presence of organic impurities in drinking water?

### MENSURATION MADE EASY.

BY SUPT. HENRY G. WILLIAMS, LYNCHBURG, O.

Mensuration is often poorly taught, and, consequently, not well understood by the pupil. In the hands of the teacher who has made it the subject of sufficient study, mensuration may be stripped of its vagueness and clothed with fascinating reality. The

teacher must not rely too much upon the set rules accompanying problems in mensuration, but should lead the student to know why those rules are true and how they were obtained. Teachers and students are benefited more by being able to formulate a rule than by merely remembering one somebody else has developed. The prime object is to teach students *to think* rather than to commit to memory.

Teachers should not begin this subject by requiring the pupils to memorize the definitions. There are but few rules even that need to be committed to memory without being thoroughly demonstrated and tested. It is certainly necessary in mensuration to proceed from the known to the related unknown. The subject should be begun with a few lessons on drawing the several kinds of lines, followed by the definition of each, the teacher meanwhile calling attention to the conformity of the definition to the facts before the *eye*. The teacher should draw out (*educere*) from his pupils the expressions necessary to make the proper definitions; this can only be done by preceding the unknown by the known, and by skillful questioning. The pupil should thus be led to know straight, curved, broken, oblique, parallel, perpendicular, and horizontal lines; to know that a geometrical line has only one dimension, length; that a line drawn upon the blackboard is a "physical line," has width, thickness and length, and hence is a physical solid; that a point has only position—can not be seen.

He should now be taught to combine these lines into figures representing surfaces. By illustration he should be taught that a surface has two dimensions and may be considered as the path of a moving line. Next he must know the true meaning of length, breadth, and area, and always by illustration. Thus he learns of angles—acute, right, and obtuse. He is taught to distinguish in the use of the terms *square*, *quadrilateral*, *rectangle*, and *parallelogram*; *trapezium* and *trapezoid*; *rhombus* and *rhomboid*; *polygon*, and the several classes. He is led to recognize the several kinds of triangles and to draw them. Let me insist at this point that the etymology of the terms used be clearly understood through fit illustration. The pupil will soon be led to know why the various figures are so called and to form rational definitions for them.

In a like manner the circle and the ellipse should be taught. All the terms usually applied to surface measurements may be thus forcibly impressed upon the mind. But remember this caution: never attempt to teach the pupil a term until he is required to use



it in some way. (The same general methods hold true in teaching mensuration of solids.)

With the figure plainly before the eye, develop the rules relative to it by means of the simplest illustrations you can command, and write out the results in formulæ. To illustrate: Let B=base or larger base; b = smaller base; L = length; H = height, or altitude; W=width; S=surface, or area; D=diameter; Dl=diagonal; R=radius; C=circumference; P=perimeter; Per=perpendicular. With these abbreviations develop the following equations:

*Rectangle*.—Mark any rectangular surface into squares; count the number of squares in one row and the number of rows. Develop:  $S=B \times W$ ;  $B=S \div W$ ;  $W=S \div B$ ;  $Dl=\sqrt{B^2+W^2}$ . (This last formula may be deferred until the pupil has studied the right-angled triangle, but such problems are usually studied in connection with square root.)

*Rhombus*.—A rhombus may be converted into a rectangle by drawing a perpendicular at one of the obtuse angles and supposing the portion thus cut off to be placed on the other end. The W will be the altitude; then  $S=L \times W$ . The sides of the rhombus are all equal but the area is less than that of a square whose side is the same. The teacher should illustrate this. One  $Dl=2S \div$  the other  $Dl$ . Side or  $L=\sqrt{\left(\frac{Gr. Dl}{2}\right)^2 + \left(\frac{Less Dl}{2}\right)^2}$ ;  
 $L=\sqrt{\left(\frac{2S \div Gr. Dl}{2}\right)^2 + \left(\frac{Gr. Dl}{2}\right)^2}$ , or,  $L=\sqrt{(S \div Gr. Dl)^2 + \left(\frac{Gr. Dl}{2}\right)^2}$ . The same general principles are true of the rhomboid.

*Trapezium*.—May be changed into two triangles with one diagonal as the base of each triangle, if altitudes or sides are known. Then solve like the triangles.

*Trapezoid*.—By drawing a line midway between the parallel sides and parallel to them, and by supposing one part to be attached to the end of the other part, it will be seen that a rhomboid is formed. But the length of the rhomboid is exactly equal to the sum of the two parallel sides of the trapezoid, and the width of the rhomboid will be half the width of the trapezoid. Then, as  $S$  of rhomboid  $=L \times W$ , so also will  $S$  of trapezoid  $=(B+b) \times \frac{H}{2}$ .

*Triangle*.—By diagram, or by cutting a triangular piece of card-board, a triangle may be changed into the form of a rhomboid by bisecting the altitude by a line drawn parallel with the parallel sides, and attaching the two parts at one end. It will be

seen that the B remains the same, the S is unchanged and the W is half the H of the triangle. Hence, S of a triangle  $= B \times \frac{H}{2}$ , or,  $S = (B \times H) \div 2$ ;  $B = S \div \frac{H}{2}$ ;  $B = 2S \div H$ ;  $H = S \div \frac{B}{2}$  or  $2S \div B$ . In equilateral triangles it can be shown by diagram that the  $H = \sqrt{B^2 - (\frac{B}{2})^2}$ ; or if B be 1,  $H = \sqrt{(1)^2 - (\frac{1}{2})^2}$ , or  $\sqrt{.75}$ , which is .866. Then  $H = B \times .866$ ; but  $S = B \times \frac{H}{2}$ ; then  $S = B \times \frac{B \times .866}{2}$ ; or, by cancellation,  $S = B^2 \times .433$ , which equals  $B^2 \times \frac{1}{2} \sqrt{\frac{3}{4}}$ , or  $\frac{1}{4} \sqrt{3}$ . Then S of an equilateral triangle is to the S of the smallest square in which it can be drawn, as .433 is to 1, or as  $\frac{1}{4} \sqrt{3} : 1$ . Also,  $B = \sqrt{S \div .433}$ ; or  $B = \sqrt{S \div \frac{1}{2} \sqrt{\frac{3}{4}}}$ ; distance from middle of B to center of triangle, (the radius of the inscribed circle)  $= 2S \div 3B$  or once the P. By diagram this can be plainly illustrated. In right-angled triangles, it may be shown by diagram (ocular demonstration) that the S of a square inscribed upon the hypotenuse is equal to the sum of the S's of the squares inscribed upon the two other sides. But  $B^2 = S$  of square on base;  $H^2 = S$  of square on perpendicular height;  $Hyp^2 = S$  of square on the hypotenuse. Then  $Hyp = \sqrt{B^2 + Perp^2}$ ;  $B = \sqrt{Hyp^2 - Perp^2}$ ;  $Perp$  or  $H = \sqrt{Hyp^2 - B^2}$ ;  $S = (B \times Perp) \div 2$ . The shortest distance from the right angle of a right-angled triangle to the hypotenuse  $= (B \times Perp) \div Hyp$ . The truth of this equation can be easily demonstrated without geometry. Erect upon the hypotenuse the perpendicular at the right angle. The product of the hyp by this altitude is equal to twice the area; so is the product of B and Perp. Hence the above equation.

*Circle.*—Secure some circular object and measure C and D. Divide C by D. The quotient will be about  $3\frac{1}{4}$ . If C be 355, D will be 113 and the quotient 3.14159; hence, C is always  $3\frac{1}{4}$  times D. Show that a circle is composed of many sectors and that these sectors are made up of infinitely small triangles. But S of a triangle  $= B \times \frac{H}{2}$ ; hence, S of a sector  $= B$  (or arc)  $\times \frac{H}{2}$  (or  $\frac{R}{2}$ ).

The sum of the bases of all the triangles  $= C$ ; half of  $H =$  half of R. Then S of circle  $= C \times \frac{R}{2}$ ;  $S = C \times \frac{D}{4}$  or  $(C \times D) \div 4$ ; but  $C = D \times 3.14159$ ; then, by substitution,  $S = D \times 3.1416 \times \frac{D}{4}$ ; by cancellation,  $S = D^2 \times .7854$ ; S also  $\frac{C}{2} \times \frac{D}{2}$ ; then if  $C = D \times 3.1416$ , so will  $D = C \div 3.1416$ ; and if  $S = D^2 \times .7854$ , then  $D = \sqrt{S \div .7854}$ . By drawing a circle within a square it will be seen that  $D^2 = S$  of the square; but  $D^2 \times .7854 = S$  of the circle. Then S of any square is to S of its inscribed circle as 1 is to .7854. D of circle  $= D$  of inscribed

square; then side of inscribed square =  $\sqrt{D^2 \div 2}$ , because side of any square =  $\sqrt{DI^2 \div 2}$ . Also, S of inscribed square =  $D^2 \div 2$ ; but  $D^2 = S$  of a circumscribed square; then S of an inscribed square =  $\frac{8}{9}$  of circumscribed square. It can be shown by the teacher that the altitude of an equilateral triangle inscribed in a circle is  $\frac{3}{4}$  of the diameter; then, to find side of triangle we divide the altitude or H by .866. But  $\frac{3}{4} D = H$ ; then  $\frac{3}{4} D \div .866 =$  side of inscribed equilateral triangle. But  $\frac{3}{4} D \div .866 = (D \times .75) \div .866$ , or  $\frac{75D}{866}$ ; this is equal to .866 D, because  $.75 = .866^2$ . Hence,  $D \times .866 =$  side of inscribed equilateral triangle.

The teacher should have his pupils draw four equilateral triangles in such a position that they will themselves form an equilateral triangle. Next, have them inscribe a circle in this large triangle. They will discover that one of the four equal triangles is inscribed in the circle, and that it is the largest that can be drawn in that circle. Then proceed thus: S of circumscribed equilateral triangle = four times S of the inscribed equi. tri. It was proven above that S of an equi. tri. = (side)<sup>2</sup>  $\times$  .433; then S of a circumscribed equi. tri. = (side of ins. tri.)<sup>2</sup>  $\times$  .433  $\times$  4, or (side of ins. tri.)<sup>2</sup>  $\times$  1.732. But side of ins. equi. tri. =  $D \times .866$ ; then by substitution,  $(D \times .866)^2 \times 1.732 = S$  of circum. equi. tri. Reducing we find above equation equal to  $(D \times .866) \times (D \times .866) \times .866 \times 2 = D^2 \times (.866)^2 \times 1.732 = D^2 \times .75 \times 1.732 = D^2 \times (\frac{3}{4} \text{ of } 1.732)$ ; this is equal to  $D^2 \times 1.299$ . Hence, S of circumscribed equi. tri. =  $D^2 \times 1.299$ . Then to find side of same triangle when only D is known we proceed thus: It was shown that the side of an equi. tri. =  $\sqrt{S \div .433}$ ; then side also =  $\sqrt{\frac{D^2 \times 1.299}{.433}}$ ; then by cancelling, side =  $\sqrt{D^2 \times 3}$ . Following this chain of reasoning, other equations may be developed.

*Ellipse.*—Longer diameter is called conjugate diameter or major axis; shorter diameter is called transverse diameter or minor axis. The S of a circle is found by multiplying one diameter by the one at right angles with it, (or  $D^2$ ), then by .7854, so in the ellipse, major axis  $\times$  minor axis  $\times$  .7854 = S; major axis =  $(S \div .7854) \div$  minor axis; minor axis =  $(S \div .7854) \div$  major axis. These may be written: Major axis =  $S \div (\text{minor axis} \times .7854)$ ; minor axis =  $S \div (\text{major axis} \times .7854)$ .

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O Washington, dearest and best of our race,  
 Thy deeds through the night cloud of ages shall lighten !  
 Thy name on his banner the soldiers shall trace  
 To hallow his death or his triumphs to brighten.—*Sprague.*

**SCHOOL PROVERBS.**

BY FLORENCE S. TUCKERMAN.

## CHAPTER I. WISDOM.

1. The world is beautiful to him that looketh, but he that shutteth his eyes shall not behold the beauty thereof.
2. Wisdom rejoiceth the heart of mankind, but ignorance is an imposition upon society.
3. Carest thou for one whom thou hast never heard of, nor seen? So knowest thou not whether this or that study be not alike good.
4. All truth is precious, but, as a real friend, must be known to be loved.
5. Fear not lest thou know too much; thy utmost knowledge is but a fleck of omniscience.
6. The ignorant knoweth not what to do; his day is long.
7. The wise is full of resources; each moment is a mine of golden opportunities.
8. Even youth is not spontaneous, and asketh for direction in amusement.
9. A wise man confesseth his own ignorance, but the fool is unwilling to learn of his Creator.

## CHAPTER II. THE RECITATION.

1. He that is late is like one that misseeth a train.
2. The laggard at a feast must content himself with crumbs.
3. An idea in the head is worth two in the book.
4. The recitations of a scholar are lucid, but a fool is betrayed by his questions.
5. The fool prateth of things he knoweth not; the wise man holdeth his peace.
6. Better is a little wisdom with silence than much emptiness of speech.
7. Silence is no better than vain speaking, if it be the silence of a fool.
8. There is that speaketh that showeth knowledge and rejoiceth the ear of him that heareth.
9. He that talketh not shall be dumb, so he that reciteth not loseth opportunity.
10. One minute of study is worth an hour of empty musing.
11. Never spend two minutes upon what can be done in one.

12. So also make haste to recite; every moment of hesitation is multiplied by the number of the class.

13. Yet do not decline to say what thou canst by cool thinking: thou hast a right to thy portion of time.

14. To apologize for ignorance wasteth time; so also is it idle to equivocate when thou knowest not.

15. He that prompteth another defraudeth him of mental exercise. The teacher asketh not for information.

16. He that knoweth not what the lesson is beforehand, is like one shooting at random.

17. Learn thy lesson in time; what thou mayest know in the future is of no present value.

18. Have faith in thyself; he that believeth not in the power of his own mind destroyeth his intellect.

19. Strength cometh by endeavor and scholarship by work.

20. An appreciative scholar is a fountain of joy to the heart of a teacher, but a complainer filleth his soul with despair.

21. A teacher can seldom pull a class recitation above the level of its brightest member, but an enthusiastic scholar can lift a whole class to his level.

#### CHAPTER III. MORALS.

1. My son, wait not for manhood to fulfil thy promise; thou shouldst in thy schoolhood live out thy best possibilities.

2. An artist studieth good models; so he that would become excellent ought not to regard evil.

3. A penman copieth that which is well written; so he that striveth for virtue must imitate what is good.

4. A singer practiceth constantly; so he that loveth right will be untiring.

5. A poet is filled with the music of verse; so he that heareth good is exalted in heart.

6. The poetry of harmonious life is sweeter than that which must be consigned to ink.

7. He that liveth harmoniously must conquer details more commonplace than rhyme or meter.

8. He that doeth right in his youth shall have sweet memories; he that deceiveth forgetteth not.

9. Lie not to thy teacher; truth is better than a high mark.

10. Even so is honor better with a condition than dishonesty with a pass at examination.

11. Faithful are the criticisms of a teacher, but the flatteries of an unwise schoolmate are deceitful.

12. Malicious thoughts spoil just rewards, but the prizes of the generous hearted are never envied.

#### CHAPTER IV. LAW.

1. A good citizen keepeth the law that he may preserve the state; a good student, because he careth for the welfare of his school.

2. The insane yieldeth to impulse, so also the lawless chafe under control; but he that mastereth himself is wise.

3. Be loyal to thy teacher, he is thy brother man; moreover sweeter are the deeds of a true pupil than high-flown praises for his services.

4. Stand up for thy rights, for thou deservest justice; but trample not upon the rights of others.

#### CHAPTER V. FRIENDSHIP.

1. There is that liveth and is not alive.

2. My son, wouldst thou know life aright, open thy heart before it is yet hardened.

3. He that feareth repulse is a coward, but he that careth for others shall know happiness.

4. He that smileth on his friends doeth good, but he that noticeth a forlorn person shall be rewarded.

5. A kind word to an unpopular teacher is like a shining cloud on a dreary day.

6. Better is it to serve thy mother than to obtain a high mark in class.

7. To know friendship, thou must be thyself a friend.

8. Yea, to know sonship, thou must prove thyself a son.

9. To know truth, thou must thyself be true.

10. To know love, thou must thyself be worthy.

11. Enjoyest thou the sunset only in books, thou dost miss the best part of life; then cultivate whom thou liketh.

12. A good girl can be told by the character of her snubs.

13. Exchange not friendship for daily bread, neither barter it for ambition, nor sell it for charity toward them thou lovest not.

14. Nevertheless the stranger is a possible friend, and the disagreeable person blossometh under friendship as a green bud openeth to the sun.

15. He whose heart is kind can not hate. He is like a gleam of sunshine in the dark, or a smiling child amid care-worn people.

## PRIMARY DEPARTMENT.

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### Where Will it End?

MR. EDITOR:—I have been greatly interested in the discussion of number work in your primary department. Supt. Greenwood startled me somewhat by laying out enough work for one year to supply the average city school for two years. Then followed Mr. McGinnis with a statement of work for a half year equal to Mr. Greenwood's year's work; and now comes Mr. Sanor with a more remarkable case. The question naturally arises, where is this thing to end? Will not some teacher be forthcoming who can lay the foundation and finish the intellectual superstructure of the six-year-old child, with any number of modern improvements, all in the short space of one month?

Are these instances cited as sample cases for the guidance of teachers, young and old? Does Mr. Sanor want us to believe that, if we do our work well, we may teach beginners vast quantities of numbers and their manipulations, and have them read and spell through three readers in four months, and attend fully to other work besides? And all of this in an ungraded school, where there is an endless number of classes? If these are samples of what may be accomplished, how does it happen that leading men in school work have gone right along making courses of study for the average child at six, with a limited amount to be learned, and that amount one-half of Mr. Greenwood's program, one-fourth of Mr. McGinnis' and one-fifth of Mr. Sanor's? Strange as it may seem, while we in Toledo schools, accomplish in numbers, only the proportional amount above indicated, we, practically, never receive pupils from the country, or from neighboring villages and cities, who can do the work in arithmetic of our schools, corresponding with the grades from which they come. Nine cases in ten, they are sent back to a lower grade, because of deficiency in this work. Delegations of teachers from neighboring cities tell us that they do in three years what we do in two. It would be interesting to know what the teachers of Mr. Sanor are accomplishing in number work. With his help they ought to be able to fit pupils to begin algebra in four years. I taught country schools forty-two months. I found bright children whom I could advance quite rapidly. They would accomplish more in a given time than children of corresponding ages in the city, because they were not held back by dull and immature

children of the same grade. But I also found dullards there who inherited no intelligence, in whom it was almost impossible to cultivate a habit of attention, and who showed little or no advancement at the end of four or five months.

Teachers of city schools are hampered by several things: (1) The fact that many children are sent before they are even five years of age, by misrepresentation of the parents. (2) The number of subjects taught. (3) The number of children to each school. But city schools accomplish better average results, in any and every grade, than country schools. The teacher who follows the Grube method of numbers, and does not let her judgment have full play in directing when to leave objects, what to omit and what to use, will find it a most ingenious device for killing time. I agree with you, Mr. Editor, that sticks or objects of any kind may be used to the waste of the child's time when continued beyond the mere development of the idea. But, it goes without saying that city teachers work for the average child. We might do great things with a few bright ones, if we dared devote our time to them, but we do not. We let the bright ones take care of themselves and devote our attention to the dull ones. Our courses of study are arranged for the average child, and I am not yet convinced that he can accomplish much more than the combinations to ten, and do all the other things required of him in one year. In fact, I doubt the advisability of trying to accomplish much in numbers the first year. Better give the time to better work in reading and spelling, and conversation exercises in which pupils learn to use their limited vocabulary properly. The child who gets beyond the third grade without the ability to read well, and that means much, will never be a good reader. That means that he will never be a good student, since reading lies at the foundation of all his work in school. But he might make up for his lack of knowledge of numbers at any stage of his school life. I think it is very doubtful whether it is time well spent for a student to give a good portion of each day for eight or ten years to the study of arithmetic. There are two arguments in favor of introducing it in the first grade: (1) to give variety of exercise, (2) to give pupils who never get beyond the first, second or third grade, some knowledge of the fundamental principles of arithmetic. I do not want it understood that I doubt the truth of the statements made by the gentlemen whose work is under discussion, but I am sure that none of them would make a course of study for any primary school in the world, with the amount of work



assigned for four or five months which they say they did. If my child were to go to school for the first time and make as much progress as did Mr. Sanor's pupils in the four months, I would be greatly depressed by the alternative of believing him to be either a fool or a prodigy.

Mr. Sanor speaks of his accomplishment as "what children will do if given a chance." That is not well stated. It is what an unwise teacher may do, at the pupil's expense—if he is willing to take the chance. Young intellects cannot receive and digest so much mental food in so short a time without suffering later. Mental dyspepsia is sure to ensue unless some happy circumstance relieves the pressure. It was Josh Billings who said that children who are noted for their knowledge at six are generally known for their lack of it at twenty-six.

Respectfully,

Toledo, O.

N. E. HUTCHINSON, *Supervisor.*

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## Two Months' Work in Numbers.

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BY G. W. MCGINNIS, WEST CLEVELAND, O.

In my last article, I dwelt upon the importance of rapid work. This does not imply that pupils are to be rushed along in an unintelligent and hap-hazard sort of a way. On the contrary, pupils must be made sure at every step; whatever has been attempted must have been perfectly learned. If children have learned one thing well they are the better able to attack another.

If addition has been taught in the spirit and with the degree of thoroughness indicated, the pupil is ready to take up subtraction; and here, as in addition, the teacher's first work is to secure a correct concept of the thing to be done.

First, let all the pupils take ten objects each. Let them say with the teacher "Here are ten objects." Then, as each pupil removes one he says with the teacher, "Here are nine objects left. One from ten leaves nine." Again, "Here are eight objects. One from nine leaves eight," etc., down to zero, or until all are removed. Two or three exercises of this kind with objects are sufficient. Then, let pupils count downwards from ten without objects, until all can do so as fast as they can talk. In a similar way count from 20 downwards, and thus through all the decades to 100.

Let the teacher then take, say, 2 objects in hand and, holding them up, ask: "How many must be added to make 5?" Pupils

readily answer "three," as the teacher places them with the 2. "How many will be left if 2 be taken from 5?" Teacher removes them only a few inches and class answers "3."

Repeat the above exercise with other small numbers until every pupil *sees* that to subtract any number from another he has only to find what number he must *add* to the smaller to make the larger. His skill in addition will here enable him to make any subtraction readily and quickly, and his readiness here will give him a consciousness of power over numbers that will greatly stimulate his efforts in this, to him, new and interesting field.

Next, let pupils name results only and subtract orally by 2's from 100 to 0; from 101 to 1; by 3's from 100 to 1; from 101 to 2; from 102 to 0; by 4's from 101 to 1; from 102 to 2; from 103 to 3; etc., etc.

To get variety and secure interest, put questions like the following, but, at first, do not use more than one form at the same sitting:

What number with 5 gives 12?

What number taken from 12 leaves 5?

5 is one part of 12; what is the other?

The following is a useful slate exercise, the teacher supplying only the first two numbers:  $9 + 4 = 13 - 9 = 13 - 4 =$ . Confine this work to minuends below 19 and subtrahends below 10. In subtracting one number from another, no difference how large, the pupil will have no mental operation involving a minuend larger than 18 or a subtrahend larger than 9. Therefore, the following should constitute the drill table for subtraction, as it contains all operations necessary. Let the teacher concentrate the attention on one or two of these at a time, taking the mind off the particular ones in hand, only to bring it back again and again until fixed for all time.

10	9	10	9	10	9	10
9	8	6	7	5	4	2
8	10	6	8	9	8	7
7	8	5	6	6	4	5
9	7	8	9	7	10	8
2	6	5	5	3	3	2
7	10	6	8	10	7	9
2	7	4	3	4	4	3
5	4	3	5	11	4	5
4	3	2	3	2	2	2

18	16	14	15	12	12	14	11	13
9	8	6	9	6	5	8	9	8
12	17	12	16	14	13	16	11	12
3	9	4	5	9	5	7	6	8
17	13	16	13	11	13	14	15	11
8	6	9	4	8	9	6	7	3
15	11	13	12	14	11	12	11	15
8	4	7	7	7	5	9	7	6

Let pupils name differences only. Drill on the first thirty-five until pupils can name in any order all the differences in forty seconds. Then drill on the next thirty-six until all can give the differences in any order in forty-five seconds or less.

The pupil is now ready to learn to "borrow." Much has been said and written on "borrowing," and eminent pedagogues have been arrayed on each side. One very excellent superintendent says, "I recommend that the process be adopted of taking from the upper number altogether, as this is *explainable*."

However, I teach pupils to add 10 to the upper figure, if it is smaller than the lower, and that when he *has* added 10 to the upper he *must* add one to the next figure below. Let pupils solve several problems in this way, making sure they know what is done.

The teacher must exercise the greatest care here. She must not,—absolutely must not—explain. Tell the pupil what to do and have him say, "We added 10 to the upper figure, we must now add one to the next figure below and then subtract," and at the same time, suiting the action to the word, do it. A few problems done in this way will enable pupils to perform the work readily.

The teacher need not hesitate to teach by this method, fearing she may be called upon to explain it, and in the effort meet with defeat. This method is as simple, logical, and philosophical as the other, and is also as "*explainable*."

After the child has become somewhat skilled in the use of his faculties and can follow a short course of reasoning, you have only to *show* him that the same difference exists between two numbers *after* they have been increased by 10, 100, etc., that existed before they were so increased, and the work is done. This may be accomplished any time after the child has learned the principles of notation.

It is a good plan to time pupils frequently. Let them practice on a particular problem until they can make fifty combinations per

minute. Then take another and another. Pupils are fond of this, and, in the hands of a skillful teacher, it is a healthy and powerful incentive to effort.

Pupils may tell, and should be encouraged to tell, "number stories" as soon as they have learned the necessary combinations involved, but should never be given such work before, as it will be sure to confuse and discourage, distract and mystify.

If a pupil is once confused he has had so much training in dissipation of energy and incorrect form of thought, and his mind must be brought back to the correct form—must be *re-formed*. He will require to be led over and over again this same line of thought, wherein he has once lost his balance, until he is perfectly clear and out of danger.

There must be no mental tread-mill, no senseless cramming to check his activities. His intelligence must be fostered into strength and efficiency, and not deadened by the introduction of facts which he can not understand, and which are foreign to the point to be made.

The teacher's work here will determine whether the young minds under her manipulation and care shall develop into vigorous and healthy maturity, or dwindle into imbecile and sickly immaturity.

To insure the former, she must lead them to attempt only that which is easily within the limits of their power. To give a pupil practical problems involving combinations of numbers which he has not previously learned is a violation of this law, and the injury done him by so doing is incalculable. After a child has learned that 9 and 8 are 17, he may solve such simple problems as involve these combinations, but such problems must not be relied upon to *teach* that 9 and 8 are 17. They are designed to teach him *how* to use this *fact* which he *knows*. Pupils under the care of a skillful teacher from the beginning will never become confused; but if they are required to divide the attention between the logic and the numerical operation (which he does not know), confusion and ruin will follow closely on.

When a pupil has become proficient in addition and subtraction, he should be encouraged and required to solve problems involving both operations, and should explain in every instance which operation is used and why. Very simple oral problems should be given at first.

There are some simple processes which are useful for class drill, and which I urge teachers to use frequently for the sake of variety and because they facilitate the work and hasten the advancement of the class.

Work by decades. When a child has learned that 8 and 9 are 17, let him learn in connection that 18 and 9 are 27 and 28 and 9 are 37, etc. He must be led at once to *see* (without telling him) that the units figure in each decade is the same throughout. This being once seen, he will add or subtract readily without further drill.

Teach the proper expression for processes as soon as the pupil has the correct concept. Do not say "4 take away 1 leaves 3," but having learned the meaning of the proper expression, say "4 less 1 are 3."

At this age pupils are expected to devote about forty minutes daily to numbers. In making a daily program, I would divide this into four periods of ten minutes each, and then *use ten full minutes* in combining numbers. I should hardly be satisfied with my efforts if I did not get my class to make three hundred combinations (they should make four hundred) in that time. Of course many of these would be review and many would be repetitions of the particular combinations set apart to learn that day.

In the city fire department, horses are hitched three times daily, lest they should forget to come to time. Just so with pupils. They must repeat daily all the combinations they have learned lest they too should forget.

My readers will, I think, agree with me that ordinary children of ordinary minds ought at *least* to learn three combinations each day so they can name them instantly. Agreeing with me in this and bearing in mind that there are only seventy-one essential combinations to be learned in subtraction, a small amount of mathematics leads to the conclusion that twenty-three and two-thirds days *ought* to complete the task, and it *will*.

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## Value of the Child's Time.

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S. D. SANOR, YOUNGSTOWN, O.

It is time that some one protest against the "slaughter of the innocents." If it is true, as we teach our pupils, that we will be held accountable for the use we make of our time, what shall we say of our responsibility for the use we make of our pupils' time. In a recent attempt to convince a corps of teachers of the great waste of time in their work, "I said in my haste" that it is a *crime*. My friend Supt. Treudley suggested that while my statements were

undoubtedly correct, yet perhaps it would be better to call it by the milder term *mistake*. I am willing to accept the correction, but can not help thinking that we as teachers are too often guilty of making *criminal mistakes*.

For the past eight years, I have given much attention to the number work of children. Indeed, my fifteen years' experience in teaching in all grades of schools, and with all classes of pupils has, perhaps, given me advantages in the study of these problems which some others have not had. While our philosophic friends may differ from my conclusions, I venture to offer them for what they are worth.

1. Teachers waste time in trying to teach children what they already know. This is not only true in regard to number, but, also, in regard to language and reading. I will make it stronger. Much of this time is *worse than wasted*. Things that children see clearly or know intuitively are explained and "developed" until the child-mind is mystified, and the child concludes that knowledge is mystery. I hope I shall not be misunderstood. I believe in objective teaching. Let teachers use objects whenever *necessary*, but I believe there is more truth than fiction in a remark made by Dr. Tappan a few years ago. He said, "I think sticks are very good things to teach idiots with, and I am not sure but that they are good things—to make idiots with." Dr. White has also discussed the danger of using objects too long, in his "Elements of Pedagogy." There is a principle of teaching that teachers, of primary schools especially, should bear in mind: "All instruction, both in matter and method, must be adapted to the capacity of the taught." If teachers lead their pupils to count objects in a natural way, somewhat after the plan suggested by Mr. Greenwood or Mr. McGinnis, children will, in a very short time, have as clear a comprehension of number as many pupils I know, to whom number has been "taught" two, three, and even four years. I have had pupils six years of age who in a four months' term have been able to add rapidly and accurately columns of figures, involving every combination of the digits, the sums being 100 or less, and they understood "number" clearly. These results were obtained in a country school, and not more than ten minutes a day was given for oral number work.

2. The foregoing being true, time is worse than wasted in "developing" the sum of two digits. For instance, in many city schools, the first year is devoted to learning the combinations to

10; the second year those to 20, and third to 60 or 81. There can certainly be no objection to doing the kind of work involved in such a course, but the fact remains, that the child soon loses interest in it for two reasons: (1) The teacher generally "develops" the new number, and all the pupil has to do thereafter is to repeat and re-discover that which to him seems stale, and, (2) because in all this work there is no imagination and no individuality. The pupil does the work because he is asked to do it, but with no more real interest in it than *any other slave*. Children like to *do* things, they like to do big things, and to keep them *continually* on little things, is a mistake which superintendents, principals, and primary teachers, all over the land have been making. If rightly directed, children will learn in a few days the digital combinations, say at the beginning of the second year, and gain, and not loss, will result if multiplication be introduced. When the line of 2's has been learned, apply it in problems whose answers at first, perhaps, will not exceed 100, as,  $2 \times 13$ ,  $2 \times 20$ ,  $2 \times 32$ , etc., etc., gradually teaching them to carry for tens. Pupils will take delight in making a "line" of 2's from 13 to 30, and soon they will be making the line of 2's *at home* to delight their parents with their progress, and I have known them to carry this work into the hundreds and thousands without assistance from their teachers, and so with the 3's and 4's. They will give themselves plenty of *practice*, if we give them a chance. If this plan were pursued, not only would the pupils save the time now wasted, but teaching, instead of drudgery as it too often becomes, would be a pleasure. I have had classes personally, and have had the pleasure of directing the teaching of others, that practically taught themselves, and in a way that made them strong for subsequent work. For "busy-work," their self-direction brought forth abundant practice in those things which should remain throughout life.

There is another point of great importance. When children are allowed to go through any school exercise in a lifeless sort of way, they form habits of inattention which soon interfere with all their other work. They become dull, and the teacher soon comes to believe that her work is up to their capacity, when in fact her methods have narrowed their capacity to her conception of her work, or below, and then she complains of the "dull" or "lazy" boy. I never had any faith in the lazy boy theory of education. If the lazy boy is in school, he is a product of the school, and our nonsensical methods of teaching him number, and, I fear, too often,

reading and spelling, also, is a prime cause of his presence. Mr. Editor, I believe this the great question of the hour. The "city system" of schools has in too many cases become a machine which has crushed out the individuality of the teacher, and even of principals and superintendents, to say nothing of the child, in whose interest the "machine" is supposed to be working. I include superintendents, because, although nominally they map out the work for the system, in fact they usually lay it out as they have seen it done in other schools which they consider good, and if any mistake occurs they blame it on the philosophers and specialists, who are supposed to know all about the business. Courses of study are all right, but the most valuable parts of the machine are the *pupils* and the *teacher*, and no teacher has a moral right to lay aside her common sense, and await the direction of the superintendent or principal as to *how* to perform her duties to the children under her charge. It is her business to know those children and to do the best possible for them. She must know the value of the child's time; and must realize that the responsibility for the right use of that time is hers. When all our primary teachers have this realization, we shall be spared the sight of a large percent of grammar school pupils constantly referring to the multiplication table, counting on their fingers, etc., and we shall see better spellers, better readers, greater power of expression, and we shall send our pupils out into the world, not as monuments of our stupidity, but as worthy products of what our people rightly believe to be the bulwark of our free institutions. The time has come for testing results. The theorist has had his say. How much shall abide?

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Teach long division before short division, as short division is seldom used, and after it is taught, it lessens in no way the difficulty of teaching long division. On the other hand, when a pupil has learned long division, the teacher has but to mention short division, show how an example is worked, and the pupil takes it without putting further time upon it.

In long division, the form is the difficult thing. The arbitrary matters about long division must be told. See that the pupil has thorough familiarity with each step before going to the next. To secure this familiarity, the teacher will have to supply other examples similar to each step.



## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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The department of Notes and Queries is entirely crowded out this month, and a number of excellent volunteer contributions are waiting their turn. We must ask our kind friends to accept hearty thanks and be patient.

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This cheering telegram was received at 10 o'clock P. M., Feb. 24:

"The Workman bill passed the House, with only two dissenting votes."

O. T. CORSON.

This exceeds the expectations of the most sanguine friends of the measure, and with a like result in the Senate all the friends of popular education in Ohio may well rejoice. It is a long step in advance. Much credit is due to our good friend, Prof. C. H. Workman. The people of Hardin county builded more wisely than they knew when they sent him to the Legislature.

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The organization of the Ohio State Board of School Examiners for the year ending December 31, 1892, is as follows:

*President*, W. J. White, Dayton; *Clerk*, James W. Knott, Columbus; *Treasurer*, E. T. Nelson, Delaware; other members, E. A. Jones, Massillon, J. C. Hartzler, Newark.

### DISTRIBUTION OF SUBJECTS.

**WHITE**:—Grammar, History of the United States, Geography, Theory and Practice, Music, and Latin.

**KNOTT**:—Orthography, Civil Government, Trigonometry, and Logic.

**NELSON**:—Physiology, Algebra, Botany, Zoology, Geology, Book-keeping, and Greek.

**JONES**:—Arithmetic, Physics, Geometry, Chemistry, Astronomy, and Drawing.

**HARTZLER**:—General History, Literature, Rhetoric, Psychology, and Political Economy.

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We have both sides in our Primary Department this month. The brethren all speak from actual experience, and something practical ought to result. We, too, have had some experience; and we have a decided conviction that there is in most schools a good deal of dawdling

which is very productive of stupidity. There is a growing demand for teachers capable of estimating wisely and justly the capabilities of children, and having the skill to keep them up to their best effort in the true sense, without cramming or over-straining. Our sympathies are all on this side, but we want to hear both sides and get the truth.

And, by the way, this discussion is in the line of our ideal of what the MONTHLY should be—a medium for the interchange of views and experiences among its readers. Let us have more of it.

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### CLOUD DISPELLED.

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DEAR MONTHLY:—The life of Dr. Hancock, published by C. B. Ruggles & Co., Cincinnati, Ohio, reached me one morning, as I went past the post-office on my way to school. A little cloud, such as all teachers are familiar with, had crossed my sky the day before, and its effects were still hanging around the morning horizon. I opened the book, on reaching the school building, at the "Sayings of Hancock," and before the bell had summoned the "young America" of our vicinity, I had read several pages. The day's work cleared up bright. Duty became a pleasure, and we have had a better school ever since. I have read many articles from the book to my pupils, and feel it has done them good as well as me. What a noble life he lived! How devoted he was to the teacher's profession! How much good he did for education, because he believed in what he did! What an excellent example he has left us! Every teacher should own, read and re-read the book and emulate his example. This is written for the benefit of my fellow-teachers, not for the publishers.

Faternally,

*Manchester, Adams Co., Ohio.*

J. W. JONES.

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### MENTAL BLINDNESS.

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Among my friends is one who, nearly thirty years ago, while marching toward Richmond, was in an instant wrapped in utter darkness; a bullet from the enemy had destroyed both his eyes. There is an inexpressible sadness in listening to him to-day as he describes with almost photographic accuracy all the details of wood and river, of meadow and corn-field, in that scene where the beautiful sunlight gave him its last message. But when I think of the poor children, there is to me something equally sad in the contemplation of those teachers whose eyes they themselves have closed to all new impressions, who taught such a good school one, ten, or twenty years ago, that they have nothing more to learn. They are the greatest obstacle to true educational progress. My friend has, through all these years, been a useful man, because he has used all the powers that were left to him. Those who close their own eyes to the light of the present have rendered themselves incapable of any good work.

This mental blindness comes upon the young quite as often as upon the old. Some of the teachers who are most alert in their work, most

keenly sensitive to every movement of modern thought, have been teaching more than a score of years. Their teaching has been a growth and not an embalming. There are others, young in years, but youth brings no hope, since their eyes are already blinded to all the light of educational thought. For a time, if they have youth, a good education and reasonable tact, they may do fairly well, even without any professional spirit, but soon the tender grace of a day that is dead will never come back to them, and they will have nothing to replace the temporary advantage which youth certainly does give to the teacher. But why waste any more space with these? They never read an educational paper.

M. R. A.

*Marietta, O.*

### EXAMINATIONS AND PROMOTIONS.

The examination question is still at the front, and seems likely to be for some time to come. A very clear presentation of the whole question of promotions and examinations is contained in a monograph recently issued by the National Bureau of Education. It is from the pen of Dr. E. E. White, and is probably as full and fair a discussion of the subject as any that has appeared. A few of the closing paragraphs are reproduced elsewhere in this number of the MONTHLY.

As a basis for discussion, Dr. White collected, by means of a circular letter, the experience and practice of seventy leading cities of the country as to the frequency of promotions in the various grades, the number of grades or classes in each room, how fitness for promotion is determined in the various grades, the method of conducting written examinations and determining results, etc. We have not space for even a summary of the facts and experiences obtained in response to these inquiries. Dr. White concludes from these returns that "important changes are taking place in school administration—changes that are full of promise. The progress made within the past ten years is certainly much greater than that made in any prior decade in the history of public education."

The discussion includes such topics as a graded course of study, classification and re-classification of pupils, consolidation of classes, intervals between classes, number of classes in a room, determining fitness of pupils for promotion, examinations, teachers' estimates, influence of examinations on teaching and study, remedies for examination evils, promotions without stated examinations, plans of using the teachers' judgment, the monthly estimate plan, teaching examinations, the test a teaching process, teaching tests poor promotion tests, etc.

One thing developed by the inquiry is the increasing tendency to shorter intervals between classes. Eighteen of the seventy cities have half-year steps and semi-annual promotions in all grades, and more than half these cities promote twice a year in grades below the high school. We are glad to notice that the plan of half-year intervals and semi-annual promotions has Dr. White's approval. As he says, the evils resulting from the half-year interval are much less than those arising from the year interval.

Dr. White severely arraigns the "examination system" as a means of determining the fitness of pupils for promotion, and advocates making the pupils' success in daily work the only factor in their promotion. With this we cannot quite agree. We believe written examinations have a value as one of the means of determining promotions which nothing else can supply, and, as it seems to us, to base promotions entirely on pupils' daily work, in a large system of schools, would inevitably lead to evils which can be counteracted in no other way so well as by occasional fair and searching written examinations—examinations which are understood to have a bearing upon promotions. Dr. White makes a distinction between promotion examinations and teaching examinations, and admits and emphasizes the value of the latter. He states that the immediate purpose of the teaching examination is the disclosure of the results of instruction and drill on the part of the teacher and of study on the part of the pupil, and that this disclosure of results is essential to all successful teaching. Is it not equally true that this same *disclosure of results* is the essential thing in wisely determining promotions? So that, turn it which way we may—whether this disclosure of results be by a supervisor or by the teacher, or by each in part, examinations are, by Dr. White's own admission, not only an important but an essential factor in determining promotions. Though we abandon promotion examinations, distinctively so called, and rely wholly upon the teacher's judgment, that judgment must be based in large measure upon a "disclosure of results" by written examinations. Dr. White is correct in saying that there is no such eye-opener for a teacher or a school as a searching examination instituted and used to disclose results, but he objects to instituting such examinations at stated periods to determine the fitness of pupils for promotion.

While we think Dr. White takes rather radical ground in the particular pointed out, we are very hearty in saying that he has done a great service to the cause of popular education, and has placed the whole teaching fraternity under great obligations, by his masterly discussion of this whole question.

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### TWO SIDES TO A QUESTION.

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Although from early childhood we have heard "There are two sides to every question," I think that we school teachers need very specially to keep it in mind. I have noticed on the part of teachers so decided a tendency to forget this truth that the fear that I may develop a disposition to look only from the teacher's point of view, has almost made me feel an occasional longing to get outside of the profession to be free to think and speak.

Dr. Harris has said "Of all vocations, that of teaching children is one of the most dangerous for warping and cramping the mind." We can not resist this narrowing tendency that is here spoken of simply by reading and severer study, although the gain in the broadening of life derived from these sources is very great. We can never become truly

—a period of twenty-three years. It was fitting that at the annual meeting an evening was set apart to his memory. Reuben McMillen, of Canfield, had consented to prepare a memorial sketch for the occasion, but his own feeble condition prevented this. After prayer, the following telegram from two of Dr. Harvey's daughters at Colorado Springs was read: "Our thoughts are with you as you meet to honor the memory of our father and your friend." A touching tribute, in the form of a letter from Miss Mary Evans, Principal of Lake Erie Seminary, was also read.

The first speaker was Supt. H. M. Parker, of Elyria, who spoke in substance as follows:

My acquaintance with Mr. Harvey dates back more than a quarter of a century. For more than 20 years I have known him intimately, and have gone to him freely for advice. He was my best and most trusted friend, and I loved him as a brother.

Mr. Harvey attracted to him both young and old by his kind-hearted, genial manners. He shook the hand of the young man just entering upon the profession of teaching with as much warmth as he did that of his tried and trusted friend. All the teachers of the State regarded him as a personal friend.

We shall miss him from the N. E. O. T. A., as he was always present unless detained by some urgent necessity. He was absent from the October meeting, but did not forget us, as he wrote from Colorado Springs giving his reasons for absence.

Mr. Harvey was naturally retiring in his disposition. He never forced himself to the front, neither did he ever shrink from known duty. He was a warm friend and a wise counsellor.

In all the years that I knew him I never heard him make an unkind remark of any one. Even when others were passing severe criticism upon certain men, Mr. Harvey would drop the mantle of charity upon them.

Our friend was an upright, honorable, christian man, and we would all do well to follow his example.

Samuel Findley, of Akron, said:—I can not remember when I first became acquainted with Dr. Harvey. It seems as though I had always known him. I have known him intimately for nearly thirty years, and it is with mingled emotions that I speak of him to-night. I miss him greatly, and I am sad at the thought that I shall not see his face again. But I rejoice that his warfare is over and he has entered into his rest.

Dr. Harvey was a consecrated man. He was set apart to the work of education. He thoroughly identified himself with teaching and teachers. And his consecration to this good work had its effect in his own refinement and enlargement. Devotion to any great and good cause has a tendency to ennoble and refine the soul.

He was a schoolmaster outright, and took pride in the fact. On one occasion, as we started home together from one of our annual gatherings at Put-in-Bay, he said, bringing his hand down on my knee, "It is good to be a schoolmaster, isn't it?"

He was a modest man. He even seemed at times to distrust himself.

He never pushed himself forward, but rather shrank from publicity and prominence. Though nearly always present at educational gatherings, he could rarely be induced to take part in the discussions, except when a definite part had been previously assigned him. My impression is that it was this same shrinking from prominence and responsibility that led him to decline the superintendency of the Cleveland schools in 1867. On one occasion, his name and mine were before a certain board of education for the same position. I well remember the generous way in which he expressed the hope that I would be chosen. He was magnanimous. No narrow self-seeking marred his intercourse with his fellow-workers.

Miss Ellen G. Reveley, principal of the Cleveland Normal School, said:—Ever since Dr. Harvey's death I have thought of him as the impersonation of "Great Heart," Bunyan's most lovable character, made immortal in the pages of "Pilgrim's Progress." He was at once a guide, an instructor, an interpreter of the truth, an encourager of youth, and a defender of the weak.

Supt. John E. Morris, Greenville, Pa.:—A great man has died! In other words, a great soul has been freed from a body which was becoming a burden through age. Mr. Harvey was an Ohio man. Here he came when young; here he received his education, began his teaching, wrote and published his books, and achieved his renown. He belongs wholly to Ohio, but we in Pennsylvania feel that we have an interest in him, for his fame stops not at boundary lines, and his books are used in many schools of our State.

The first time, the last time, in fact every time, I met Mr. Harvey he greeted me with a smile and a hearty shake of the hand. He was, as has been said this evening, a friend and encourager of the young teacher. He was my ideal of a successful schoolmaster. He lived the allotted age of man; he was the author and reviser of school books of unusual popularity; he was known and honored among men; his old age was freed from the burdens and responsibilities of the school-room and was spent in travel, in attending associations and institutes, in the enjoyment of home love and comforts, in communion with the choice spirits whose writings were found in his fine library, and in the study which kept his mind fresh and in tune with the advancing times.

I consider it the honor of my life that for four weeks this past summer I was associated with Mr. Harvey in institute work in Ashtabula county. His closing remarks to that institute impressed all that perhaps these were the last words they should ever hear from the venerable man whose words had been authority for many years, and would be for years to come. Our rooms at the hotel adjoined and many were the delightful talks we had. He advised me not to work after nine o'clock in the evening, and said that if he had followed his own advice he would be ten years younger than he was. He had with him at the institute several choice authors, such as Muller, Jeffrey, and Chaucer, the last of whom he was fond of quoting when out walking. He had also with him an interleaved copy of his grammar, in which he made notes and corrections as they occurred to him. One Friday evening, he asked me to go

to Painesville and spend Saturday and Sunday at his home. I value highly the memory of the drives we took and of the conversations for which they gave occasion. He opened his heart to me and I got glimpses into a great but unostentatious life. He took me into his library, and with almost loving words, he introduced me to his books as if they were living friends.

Dr. J. J. Burns:—Outside of Mr. Harvey's relation to and love for his family and his God, into which sacred circle I would not dare intrude, there seemed to be four things which he ardently loved: books, whose very atmosphere he breathed; his profession, to which he devoted so many years so full of labors; his fellow-men, for his name deserves a place, written by the angel in his book of gold, close after his "whom love of God hath blest;" Nature, with whose visible forms he enjoyed communion. Much as he loved the library, I speak it in his praise when I say it, I believe he loved the great, free out-doors more. I do not know whether Wordsworth was a special favorite upon his "happy shelf where perched the world's great song-birds in a row," but one sonnet of the great laureate's gives expression to thoughts and emotions which echoed in Mr. Harvey's soul:

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;  
Little we see in Nature that is ours;  
We give our hearts away,—a sordid boon!  
This sea that bears her bosom to the moon,  
The winds that will be howling at all hours  
But are up-gathered now like sleeping flowers,  
For this, for everything, we're out of tune;  
It moves us not; great God! I'd rather be  
A pagan suckled in a creed outworn,—  
So might I standing on this pleasant lea,  
Have glimpses that will make me less forlorn;  
Have sight of Proteus rising from the sea;  
Or hear old Triton blow his wreathed horn."

(!)

We say of a man who dies, "he has gone over to the majority;" but this clause in its inner meaning does not state the trite fact, that we who tread the earth are but a handful to the tribes that slumber in its bosom. No one understands that saying, so often coldly head-lined in the newspapers, but he who has begun to count his *side*, and finds that he belongs to a lessening *minority*. Norris, Henkle, Campbell, Tappan, Hancock, Harvey: "we count our rosary by the beads we miss."

My personal acquaintance with Mr. Harvey began more than twenty-five years ago, at a teachers' institute in Guernsey county. His earnest instruction, his cordial manner, his total lack of false assumption and inflated dignity by which lesser men so often strive to magnify themselves, caused me to think: "Here is a man out of the common." In succeeding years, while I was trying to perform the duties of the office he had honored, when I would meet him, summer after summer, at our State Association, everywhere and every time, there would be that grasp of the hand with the heart in it, and that cordial "Burns, how are you? I'm glad to see you."

His habit of calmly considering a subject before he gave an opinion,

and frank allowance of radical differences on the part of others brought it to pass that if any man of my acquaintance has never had to take back an utterance, explain it away, or wrest its meaning to another sense, that man must have been Mr. Harvey.

For some years past his health has seemed frail, and each time I would see him I would say to myself, "Is this the last time?" One would think that in such a case this expectation at any time, to hear that the Grim Reaper had put in his sickle, would beget a readiness which would almost conceal the shock. But for the message, a dear friend is dead, the human soul is never prepared:

"—for go at night or noon,

A friend, whene'er he dies, has died too soon."

Dr. Wm. Richardson, of Cleveland:—Verily, he in whose honor we meet to-night, has left a heritage valuable to both youth and manhood.

Our friend in his young manhood was an example of zeal in his vocation, and patient continuance in well-doing. When called to positions of trust and responsibility, he was not found wanting in that practical wisdom which insures the highest success.

He served his generation well as teacher, lecturer, officer, and author. For this we honor him. For his unselfish life, for his faithful friendship, for the warm grasp of his hand, for his kind, generous, and loving words and acts, we have loved him. We shall keep his memory green.

Remarks were also made by Misses Keeler, Dutton and Heckman, and by Messrs. Moulton, Barney and Campbell, no report of which has been received.

A committee, consisting of J. J. Burns, Ellen G. Reveley and Samuel Findley, was appointed to prepare in fitting words an expression of the sentiment of the Association. The report of the committee, prepared and presented by Dr. Burns, was unanimously adopted, and is as follows:

After an evening spent in brief addresses upon the features which constituted the character and adorned the public and social life of Dr. Harvey, the N. E. O. T. A. makes this record:

Thomas W. Harvey was one of the founders of this organization, its first and for several successive years its president, and his earnest membership ceased only with his life.

For more than a third of a century he stood in the front ranks of those who were laboring for the elevation of humanity through the instrumentality of the public schools; as State Commissioner, institute instructor, educational writer, teacher, nobly he did his part. Though his life had this wide margin, we are proud that he was pre-eminently a school-master, and one of us.

His life was gentle, his judgment was well poised, his affections were warm, his hand was ever extended in helpfulness to the struggling, in earnest greeting and congratulation to those who in some measure had achieved success.

But he is gone. No more shall we look upon that genial face, the good gray head which we all honored. His place in our meetings and in our hearts shall not be filled, but kept sacred to his memory, and we



mourn our loss. But while death has robbed us, our confidence abides that he has gained whatever good things await "Him that cares not to be great but as he saves and serves."

We sympathize with his sorrowing family in this time of affliction, and pray that to them help may come from the only true source.

May we his associates, who so loved him and honored him, catch his spirit, learn his language, make him our pattern.

The following message was sent by order of the Association, in response to the telegram above mentioned:

*To Misses Louise and Sarah Harvey, Colorado Springs, Colorado:*

The N. E. O. T. A., assembled in memory of Hon. Thos. W. Harvey, your honored father and our distinguished friend and brother, extend cordial sympathy.

S. WEIMER, Sec.

#### TRIBUTE OF PAINESVILLE TEACHERS.

At a general meeting of the Painesville teachers, the following action was taken:

**WHEREAS**, Our honored ex-Superintendent, Thos. W. Harvey, has entered into rest; and

**WHEREAS**, We desire to express the high esteem in which we held him; therefore

*Resolved*, That this body of teachers of the Painesville Public Schools deeply feel that in his death the cause of education of the State and nation has lost a progressive and able leader, a gifted author and ripe scholar, whose eminent qualities of mind and heart were freely enlisted in every intellectual and moral movement.

*Resolved*, That we mourn him as a long tried and trusted friend and counsellor, in whom the highest gifts were united with a clear and wide comprehension of his work, and an admirable industry and proficiency in the performance of that work; and that to us he will still live in the live educational spirit he has infused.

*Resolved*, That as citizens in the same community in which he lived, we lament his death as a loss which must be heavily felt in a wide sphere of usefulness beyond that special field which he shared with us; and individually we mourn him and remember him with affection as a man of kind heart and sterling christian character.

*Resolved*, That we hereby tender our sympathy and condolence to his bereaved family, whose loss is so far the greatest of all.

*Resolved*, That a copy of these resolutions be sent to his family and that they be published in the Painesville papers and OHIO EDUCATIONAL MONTHLY. F. H. Kendall, Helen D. Frank, Kate C. Hover, committee.

*Painesville, Ohio, Jan. 25, 1892.*

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#### EDUCATIONAL INTELLIGENCE.

—"Washington Day" was observed by the Marion schools with appropriate exercises, including an address by Commissioner C. C. Miller, on Patriotism in the Common Schools.

—The Logan public schools have an enrollment of 803 pupils, with 82 in the high school.

—The Napoleon High School observed "Lincoln Day," Friday, Feb. 12, with appropriate exercises.

—The twenty-third commencement exercises of the Cincinnati Normal School were held Feb. 9—41 graduates—Mrs. Carrie N. Lathrop, principal.

—A spirited contest in debate, oration, essay, and declamation, between the Cambridge and Barnesville high schools, occurred at Cambridge, Jan. 29. The judges were J. A. Shawan, of Columbus, J. A. Gallagher, of Bellaire, and M. R. Andrews, of Marietta. Barnesville won by 9 points out of 17.

—A meeting of the teachers of Greene county was held at Xenia, Feb. 13, with the following program: The Atmosphere of the School, Miss Anna Shigley, Jamestown. Discussion opened by Miss Emma Blair, Cedarville; "An ideal," G. J. Graham, Xenia. Discussion opened by R. W. Mitchell, Alpha; Some Requisites in a Teacher, Rev. W. O. Thompson, President of Miami University, Oxford; Some Governmental Guide-boards, Supt. F. Gillum Cromer, Greenville:

—The last meeting of the Preble County Teachers' Association, held Feb. 13, was one of the best educational meetings ever held in southern Ohio. The city hall was crowded and the program rendered was excellent. The home talent on the program was as follows: Evan L. Thomas, New Paris; Jas. A. Randall, West Elkton; Noah A. Ware, West Manchester; and Miss Lina Harris, Camden. The address of the day, "Town Boys," by Dr. Dan Milikin, of Hamilton, was highly appreciated. At our next meeting, March 12, Mrs. Marie Jacque Kumler, of Dayton, will be present. S.

—A superintendents' and teachers' round-table was spread at Crestline, February 19 and 20. The menu for Friday included truancy, tardiness, street troubles, recess, calisthenics, fire-drill, school-book law, school supplies, promotions, examinations, reviews, discipline, dullards, idlers, visiting Crestline schools, and a lecture in the evening by Col. Copeland, for dessert. Saturday's menu included physiology, literary work, addition, reduction, first year in numbers, history, reading, spelling, writing and drawing, study, instruction, recitation. Caterers, H. L. McClellan and J. J. Bliss.

—The teachers of Logan, Ohio, held a spirited meeting Feb. 13. Prof. G. P. Coler, of the Ohio State University, was present and gave an excellent address on "Psychology as Applied to Teaching." Prof. Coler outlined his work and made every step so clear that teachers went away feeling that they had something practical.

Dr. F. J. Sanders, of Otterbein University, followed with a scholarly address on the "Unconscious in Education." A quartette of young ladies from the high school furnished excellent music for the occasion.

Many of the country teachers were present and added to the enthusiasm.

R. E. Rayman spoke of the benefits to be derived by "*Unifying and systematizing*" our educational system, so as to have one grand plan running through all of our work, from the district school through the university. Prof. Coler, Pres. Sanders, Dr. David R. Moore, Frank Adcock, O. Crawford and Miss Alma McCarthy participated in the discussion of this subject. The following resolution, offered by Miss McCarthy, was adopted by the Association, viz: *Resolved*, That we as active teachers favor the passage of the Workman bill, and that we urge our senator and representative to give their support to the passage of this bill.

R.

—The annual meeting of the N. E. O. T. A. was held at Cleveland, Feb. 12 and 13. The Association has not, for a good many years, held a meeting in Cleveland so large and interesting.

The session Friday evening was devoted to the memory of Dr. Harvey, a brief report of the proceedings appearing elsewhere in this issue. On Saturday the rooms of the Board of Education were crowded. Every part of the very excellent program was carried out. Prof. Cady Staley's "*Lessons Learned in the School of Experience*" abounded in humor as well as wisdom. Miss Georgia Clark's "*Picture Lesson*," with a class of second-year pupils was one of the best exercises of the kind we ever witnessed. It was a fine exhibition of skilful teaching. Mrs. Excell Lynn's impersonations merited the hearty encore they received. The lecture by Dr. A. E. Winship, of Boston, on "*The Public School Crisis*," was the chief feature of the meeting. Dr. Winship is a pleasing speaker as well as a clear and vigorous thinker, and his lecture was well received. He made many friends who will welcome his return at any time. An abstract of his paper will appear in our next issue.

Officers were elected for the ensuing year as follows: *Pres.*, F. Trendley, Youngstown; *Ex. Com.*, Clara M. Umbstatter, Cleveland, C. P. Lynch, Cleveland, C. A. Shaw, Canton; *Sec.*, S. Weimer, Cleveland; *Treas.*, F. D. Ward, Lorain.

The invitation of Dr. Burns to meet next at Canton was accepted.

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### PERSONAL.

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—Principal E. G. Vaughan, of the Eaton High School, is making a good record in his first year's work.

—Mr. E. C. Eikenberry, of Eldorado, has the reading circle in charge, and promises to place Preble county near the head of the list in members.

—A. C. Burrell is now teaching in the high school at Indianapolis, Ind. His correspondents should address him at 156 East Michigan street.

—Prof. E. J. Shives, of Heidelberg College (Tiffin, O.), has been chosen to succeed Hon. C. C. Miller in the superintendency of the Sandusky schools. Prof. Shives at one time taught in the Akron High School. He is a graduate of Wooster University, spent a year in post-graduate study at Harvard, and traveled and studied for a time in Europe.

—F. V. Irish has removed to Columbus, Ohio, where he will continue his literary work, writing and publishing books, etc. He will also hold himself in readiness to attend institutes, deliver lectures, etc.

—Hon. C. C. Miller, State Commissioner of Common Schools and superintendent of the schools of Sandusky City, has been elected to succeed Dr. Alston Ellis in the superintendency of the Hamilton schools, at a salary of \$2,700.

—Supt. J. P. Sharkey, of Eaton, delivered an address before the Preble County Farmers' Institute, Feb. 26. Subject, "Educational Tendencies." He discussed township organization, the cultivation of a taste for reading, and elementary science teaching.

—Supt. F. G. Shuey, of Camden, was married holiday-week to Miss Ferguson, of Camden. The Professor, in this choice, exhibited his usual good sense and judgment, and has for his life partner one of the most womanly, intelligent, fascinating girls in southern Ohio. P.

—Mr. C. S. Kinnison, who died recently in Jackson county, Ohio, at the age of 76 years, was one of the pioneer teachers of southern Ohio, where he taught for many years, including four years at McArthur. His sons, Supt. J. E. Kinnison, of Jackson, and Supt. R. H. Kinnison, of Wellington, are doing good service in the same cause.

—Hon. A. S. Draper, for the past six years State Superintendent of Instruction in New York, and candidate for re-election, has been defeated by the election of James F. Crooker, of Buffalo. Mr. Draper's faithfulness and efficiency as well as his ability are generally admitted, but the political complexion of the New York Legislature was not in his favor. His successor is well spoken of.

—The editor of this journal is one of the defendants in a suit for \$50,000, growing out of the refusal of a certificate by the Summit county examiners, on account of alleged immoral conduct on the part of the applicant. The same applicant was rejected by the State Board on the same ground, and mandamus proceedings have been instituted in the Supreme Court of Ohio against the State Board. "Some are born great, some achieve greatness," etc.

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## BOOKS.

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*Manual of Plane Geometry*, on the Heuristic plan, with numerous Extra Exercises, Both Theorems and Problems, for Advance Work. By G. Irving Hopkins, Instructor in Mathematics and Physics in High School, Manchester, N. H. Boston: D. C. Heath & Co.

The plan of this book requires pupils to demonstrate, not to memorize demonstrations. Original demonstrations and constructions are required, with sufficient helpful suggestion to incite to effort. In some cases, partial demonstrations are given, to be completed by the student. The plan is rational and well carried out.

*Reading and Speaking.* Familiar Talks to Young Men Who Would Speak Well in Public. Designed as a Text-book for Colleges and Higher

Schools, and also for General Use. By Brainard Gardner Smith, A. M., Associate Professor of Elocution and Oratory in Cornell University. Boston: D. C. Heath & Co. The author's avowed aim is to help young men to a natural, comfortable, manly, forceful speech in public. He gives plain, simple directions for control of the breath, articulation, ease of manner, delivery, gesture, etc. Many of the most helpful suggestions are such as the author has made over and over again to his own students in the class-room.

*John Hancock, Ph. D.* A memoir, with selections from his Writings. By W. H. Venable, LL. D., Author of "The Teachers' Dream," "Beginnings of Literary Culture in the Ohio Valley," etc. Cincinnati: C. B. Ruggles & Co.

This book is a love token. Love prompted the pledges made at last summer's meeting of the Ohio Teachers' Association which insured its publication, and love inspired and guided the pen of the author. It will be a precious keepsake to a large number of Ohio teachers; and to many it will prove an inspiration and help as they read the well-written story of this good man's pure and earnest life. Manifestly, the preparation of the volume has been a labor of love. It was undertaken in accordance with an agreement of nearly ten years' standing, between the author and the subject of the memoir, and those who know the author need not be told that it is well performed.

*A Straight Road to Cæsar, for Beginners in Latin.* By Geo. W. Waite, A. M., Superintendent Oberlin Public Schools, and Geo. H. White, A. M., Principal Oberlin College Preparatory School. Published by Ginn & Co., Boston.

The road is straight but ascending. The student is in no danger of losing his way, though not relieved from the effort of climbing. Starting with very simple sentences composed of words from Cæsar, he learns Latin by constant and rapid translation, acquiring a vocabulary, mastering paradigms and constructions as well as pronunciation, and all with zest and interest, so that by the time Cæsar is taken up the words and constructions are familiar and the difficulties are not such as may not be mastered with reasonable effort. The book is evidently the result of thoughtful experience and pains-taking, and it will undoubtedly meet a warm welcome among teachers of preparatory Latin.

*Studies in English Composition, with Lessons in Language and Rhetoric.* By Harriet L. Keeler and Emma C. Davis. Published by Allyn and Bacon, Boston. Introductory price, 80 cents.

This modest volume bears evidence of much labor and pains-taking, and it is much above the average of its kind in merit. It contains a minimum of theory and a maximum of practical work. We do not need to be informed, in the preface, that it is the outcome of long experience in composition teaching; the book itself reveals this. The lessons and models are just such as an experienced and skilful teacher would devise and use in the class-room. We are disposed to commend the book strongly to high school teachers. A very large class of common school teachers would find it specially valuable for their own study and practice.

*Drawing Simplified.* A Text-book of Form Study and Drawing, Designed for General Use in Schools and for self-Instruction. By D. R. Augsburg, B. P., Supervisor of Drawing in the Public Schools of Salt Lake City, Utah. Educational Publishing Company, Boston, New York, Chicago.

A text-book on drawing in the hands of the pupils is rather out of the usual course. Study of type-forms and practice are combined in this book. First the cube, then the cylinder and the triangular prism are used as a basis. The author presents very clearly what he undertakes to teach, and the pupil does not waste his time in mere copying from the flat, but he actually studies form and draws. As an elementary self-instructor the book seems admirable.

*The New Model First Reader.* Sentence method. Chicago; Geo. Sherwood & Co.

The publishers claim that this is the most systematically arranged, beautifully and artistically illustrated and interesting book for little folks ever made, and it certainly is very beautiful and very excellent. It would be admirable for supplementary reading in first year grade. Its beautiful colored pictures would furnish delightful picture lessons. The publishers will send you a copy for 25 cents.

*College Requirements in Algebra*, by George Parsons Tibbets, A. M., is a collection of examples and problems taken from college examinations, for purposes of tests and final reviews. Published by Ginn & Co., Boston.

#### MAGAZINES.

*The Century* for March is finely illustrated and has a rich and varied table of contents.

*St. Nicholas* for March has a rich treat for the young people, of story and verse, over thirty separate items, including illustrations.

*The Atlantic Monthly* for March comes with its usual rich and varied literary feast. "Doubts about University Extension" will interest many of our readers.

*Scribner's Magazine* for March is beautifully illustrated, opening with what is believed to be the last poem written by Lowell, "On a Bust of General Grant."

*The North American Review* for March opens with a symposium on the "Issues of the Presidential Campaign."

*The Arena* for March contains at least two articles of special interest to teachers, "Full-orbed Education," by Prof. Buchanan, and an extraordinary paper on "Psychical Research," by Rev. M. J. Savage.

*The Review of Reviews* is pre-eminently the busy man's magazine.

*Littell's Living Age*, a weekly magazine, published every Saturday.

*The Educational Review*, edited by Nicholas Murray Butler, and published by Henry Holt & Co., New York, improves with age.

*Goldthwaite's Geographical Magazine* grows in interest and is almost indispensable to the teacher of geography.

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# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION.

—AND—

## THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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### THE PUBLIC SCHOOL CRISIS.

[Abstract of address of Editor A. E. Winship, of the New England Journal of Education, before the N. E. O. T. A., at Cleveland, Feb. 13. Prepared by Mr. Winship.]

America is pre-eminently a land of crises. Her strength and security have been largely due to the way in which she has met these crises. They all come unheralded; are always a surprise. The conditions attending every crisis are peculiar. Those attending the approaching public school crisis cannot be determined by war, neither will they permit the issue to remain unsettled through a term of years, as in the liquor question.

There are three ways of meeting this question,—fanatically, indifferently, wisely. For obvious reasons, both fanaticism and indifference are fatal.

We must understand the conditions. There are three terms used indiscriminately in regard to the schools: "Free," "Common," "Public." Each has its own root idea distinct from the others. There will never be any issue over the schools being "free." The demand for that is practically universal. There is little more liability to there being opposition to their being common or public. The issue will be raised over that peculiar modern combination which may be styled "the public school spirit." Public schools are in no sense peculiarly American; no more are free

schools; and common schools are as old as the settlement of the Massachusetts Bay Colonies. But the "public school spirit" is but little more than fifty years old, although fore-shadowed by the famous "Ordinance of 1787," it was really born in Pennsylvania, in 1820, and christened by Thaddeus Stevens's great speech in 1855. Horace Mann and Henry Barnard nursed and trained this spirit and gave it its freedom party. The American people have a purpose to have free schools for the public good, to have *all education practically public, free, and so common as to be for the good of all*. The issue will arise because many will deny that they should be common schools directed *by* the public *for* the public.

Several forces are at work to produce the coming crisis. The German Lutherans and the Roman Catholics tend to eliminate from the schools many of the children of foreign-born parents, which quite largely dissipates its civic mission features. The reviving academies and the outspoken opposition and criticism of such men as President Eliot tend to divert influential, social, and scholastic forces. Neither the parochial school nor the Harvard influence would be of importance by itself, but taken together they are capable of infinite mischief.

The responsibility of the public school is thus clearly set forth. It must strive to retain and fulfil its mission to the poor; to deserve the patronage and influence of wealth and of scholastic influences; it must be careful not to lose the unswerving loyalty of the great middle classes. To do this, it must not treat the academy as an enemy but as an honorable and stimulating rival; the parochial or parish school must be viewed merely as a rival having peculiar forces with which to compete for the attendance of a large class of special students. The public school can *claim* nothing; it must *win* everything. It should not appeal over-much to law or sentiment, but be prepared to stand or fall by what it is, rather than by what it has been or by what it ought to be. It must meet the future with the best teaching and with genuine public confidence. The graded school idea is the ideal educationally, much as the solar system in the stellar world. There is no harm in having a few comets frisk through the system, magnifying their individualism, but the glory of the universe is not in these. They are duly recorded and their re-appearance prophesied, but their only claim is their rarity.

The public school must not walk backward. It can never succeed on the defensive, can never win as a critic. The public de-



mands *leaders* and will not accept one who merely decries other men and measures. Scare-crows are of no avail in America. The public school must not neglect the present or the future in the worship of the past. It must play the part of expert. It must be adapted to the necessities of the times. It must learn the art of educating for power rather than for knowledge; it must face toward research rather than wisdom; it must be for each child the prelude to a specialist's work.

The seven wonders of the world are no longer wonders, and the classics are mere incidents in the world's literary advancement; the essentials of yesterday are non-essentials to-day. As the public school is in closest touch with the world, somebody will blunder if it does not come out of the crisis the best possible school for all classes and conditions of society.

The schools cannot stand the test except as they have the best methods, administered in the best way, by men of the highest personality. Our old-fashioned boards of education are in many cases a relic of semi-civilized times, liable to be cursed either by petrification or putrification.

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### **SOME SIDE VIEWS OF THE HIGHER EDUCATION OF WOMEN.**

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BY A LADY GRADUATE.

Prof. Shipman's article in the MONTHLY for November on the Higher Education of Women, while full of good and true sentiments, does not, from my standpoint, contain all the truth.

A traveler may describe the beauties of a tropical clime, its ever blooming flowers, luscious fruits, and enchanting scenery; but failing to mention the lurking miasmas and deadly tarantulas, leave truth untold. With care, the evils may be avoided, but it is needful to know that they are there to avoid.

When the heights of knowledge were extremely difficult of access, as in times past, the adventurous feminine climbers were clear-headed and strong, able to brave the dangers of altitude and make the most of its advantages; but at present, no such qualities of energy, and spirit are pre-requisite to a college education. Institutions abound whose doors swing wide for the students in petticoats to pass in side by side with those in pantaloons. Society no longer looks askance at the young lady with a diploma, and the tide of public sentiment approving equal advantages for both sexes steadily grows in volume.

The necessity for a defense of higher education for woman seems past, but we do need to consider the dangers and difficulties which accompany it. We are leading our girls to expect too much from the culture of the schools. The most complete school education in the world will not make something out of nothing.

A republic is the most desirable form of government, but a nation must possess a certain strength of character that it may be successfully maintained. Many times, college graduates have reminded me of the story told of a poor Italian painter who gained sudden fame and received such a load of gold for his pictures that he died trying to carry it home. Education is to many a load they have not the strength to make useful. We need to warn the young, and especially the girls, that they should put on no unproved Saul's armour as they enter the perilous battle of life, but select weapons according to their strength. A woman who always excited my admiration and respect by her mastery of life's daily problems, could neither read nor write; while the two most complete failures I have ever known were not only college graduates but held diplomas for several specialties.

The young woman who is destined for an independent career will need only such warning and counsel as our young men, but there are peculiar trials awaiting the young woman who will have not only herself to care for, but the welfare of a family. I am not now considering the favored wealthy class, but the great masses who must exercise thrift and self-denial to maintain a comfortable home.

Most frequently, the educated young woman begins home-life with nerves already strained by her mental labors, and with less efficiency in household duties than her uneducated neighbor. For however much we may theorize, education takes time and thought which cannot, meanwhile, be given to something else. There is an occasional Gladstone or Mrs. Livermore, who can do anything and everything equally well, but neither of these represents average ability. The representative educated woman will be hampered by her lack of practice in house-work, and burdened by numerous duties which her enlarged views and sense of responsibility will entail, and her cultivated tastes and needs will clamor for due attention. If she should marry an uneducated man or one reared in an uneducated family, she will need an unusual amount of strength and energy to make her lot other than that of actual suffering. Most men measure, in home matters, by the requirements and

abilities of their mothers and sisters; they expect the educated wife will be equally able to labor and require no more sleep or leisure for mental refreshing than the uneducated woman who gives all thought and strength to her household duties and has always done so.

Education they look upon as an ornament, which should not detract from efficiency in manual labor. Yet no thoughtful person fails to see the added cares and necessities which belong to humanity as it advances in civilization. The savage has a hardihood and skill which the civilized man has lost, while conditions which give the wild man supreme content fail to satisfy the man of culture.

The educated woman has added to her being new mouths to be fed, and rarely possesses the additional strength to supply them. She will be compelled to impose a constant restraint upon her inclinations, that no duty may remain undone. When her neighbor sits contentedly down to her mending, or goes to visit a sick neighbor, glad of the change and opportunity for gossip, our lady of book-culture longs for the companionship of her beloved books, feels the enticing spell of art or music, and must use energy and nerve force to put aside these allurements and pursue the straight path of duty.

The educated woman, as a rule, feels that she has religious and social duties; her greater ability opens up so many avenues of usefulness, that only constant vigilance will preserve her from a complete break-down. When this occurs, not the master of all music can bring harmony from life's shattered strings.

An extensive knowledge of educated women in their homes, convinces me that fitness for life's duties can in nowise be predicated from the attestations of a diploma.

One example in my own immediate knowledge is here in point. A girl, accounted brighter than the average, began a college course after some years spent in home work. Limited means, the desire to be a thorough student, and at the same time, enjoy the pleasures of student life, impelled her to exertions beyond what her strength would warrant. She went out from the college halls with a diploma and a superior record, but she took, also, impaired nerve force and an exalted opinion of her acquirements; for the quick mind was not strengthened so much as crammed. She took up willingly whatever seemed present duty; she washed and dug potatoes, cooked and sewed carpet rags, to the best of her ability, which proved so far below the average that aching muscles were allowed no rest. Moreover, constant battle was necessary against envy of

her happier uneducated neighbors, and longings for work in which mind might show its power. And hers I do not believe to be an exceptional case.

One thing must be kept in mind: I am not discussing what ideal education might do, but what is accomplished as things are—an amount of crammed knowledge and a modicum of mental gymnastics. We must face the reality, which is far different from what is so lauded by our theoretical educators.

A personal knowledge of what student life is in many of our higher institutions of learning, and the dangers and temptations which attend it, convince me that parents would do well to consider carefully what educational advantages they provide their daughters. Many evils will be diminished when we feed our minds in some measure as we do our bodies. More real nourishment taken through the period of development, but with the expectation of nourishment and growth throughout life, would be better. If all expect to be students for a life-time there will be less temptation to cram.

At any rate, we should say to the young, and especially to our girls, education is a possession, valuable if you are able to make it so. Like all earthly things, it has a price; you must not only work to obtain it, but you need to cultivate energy and self-control in order that you may use it for the good of yourself and others. You must expect to work harder and live on a higher plane of responsibility, than if you had been denied the gift of knowledge. Look at its advantages, but consider also its pains and penalties. "For which of you intending to build a tower, sitteth not down first and counteth the cost, whether he have sufficient to finish it? Lest haply after he hath laid the foundation and is not able to finish it, all that behold it begin to mock him saying, This man began to build, and was not able to finish."

*Cadiz, O.*

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### **INDUSTRIAL EDUCATION FOR GIRLS.**

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ELLA M. NEWTON.

It has been said, "there is nothing new under the sun." But in these days of wonderful mental development and eager research, the adage is without reasonable foundation. At all sides of us we note with rapture the progress of the scientist in every walk of life; and among the bewildering results of his assiduous labors we certainly detect an application of principles that are not only new, but

products of modern genius which in the past, owing to the nature of things, could never have burdened the thought of man.

In the observatory, the laboratory, the work-shop, great minds are busied wresting secrets from Mother Nature, for the benefit of ourselves and favored posterity.

The great pivot upon which every turn of progress is made is education, and no problem of the age is receiving more attention or occupies a higher place in the minds of our people than the providing of an eminently practical system of education for the youth of the land. Education is no longer confined to the valued three R's of our forefathers. The ruts in which even the passing generation has traveled are fast being worn away by the wheels of progress, as they near the dawn of the most marvelous period in the world's history—the twentieth century. The eloquence of a Demosthenes and the mathematical prevision of a Euclid, grand in their way, pale in significance beside the great desideratum of present educational thought. Ever higher and higher the earnest heads of our institutions of learning, and especially those of our public schools, are reaching for beneficial acquirements to add to the already sumptuous and delicious intellectual feast daily spread for the fortunate rising generation. No longer are the development of the reasoning powers and the acquisition of the niceties of speech considered sufficient in the educational equipment of our boys and girls. The eye is now trained for a proper appreciation of the beautiful and artistic; the ear, for the delightful and perfect in harmony, and the hand for the skill of the thorough artisan.

Industrial education is being broadened in its scope, and is rapidly rising to a higher plane of favor in the eyes of instructors. To the girls, chiefly, should the advantages of industrial education be given, for reasons patent to every thinking person. In the busy whirl of life the young man has more and better opportunities for the securing of a trade or profession.

Numberless avenues in the world of toil are open to him, which, on account of her sex, are necessarily closed to her. His education may be only on a par with that enjoyed by her, yet to him in most cases is given the preference. Many a sad tale has been told of educated young women without industrial training, who have had to confess with shame their inability to undertake even the simplest detail of housework; whose hands, through pride or absence of necessity, have never borne the marks of honest toil. Thrown upon their own resources, probably at a time when posi-

tions requiring education are besieged by a hundred applicants for a single vacancy, they drift with the tide, out upon the sea of despair, and are lost to the world until the daily press of our great cities chronicles their downfall.

The various institutions of learning where industrial training may be had are for the most part closed against the girls. Such royal roads to independence and self-support are paved with gold, and their weary feet must be as strangers to them. But a better day is dawning. Our public schools are beginning to provide better things. Our educators are strenuously endeavoring to open a way for the girls in the thoroughfares of life, adding to book-learning a knowledge of some useful pursuit. Classes in cooking are increasing in numbers, and it is now becoming the ambition and delight of mothers and daughters to possess at least an idea of the process used by the kitchen potentate in the preparation of delectable things for the table. To the woman contemplating entering a marital state, the value of a knowledge of cooking is evident.

Sewing classes are a grand innovation in the public schools. Poor girls are thus receiving an education, and also a training in what may prove a means of subsistence in after time, or be of much benefit at home. It is a well-known fact that dress-making has been too long neglected. Ability to sew a garment and do it properly is a good thing; but a knowledge of the art of cutting and perfectly fitting the garment, however irregular the form, is still better. Teaching this art is a new departure in the public schools. It was placed upon the course of instruction in the New Castle, Pa., schools, one year ago, and is giving the greatest satisfaction. The schools of Pittsburg are also making preparations for the adoption of this new departure.

The system as taught by the writer differs from any other in use, being a process of drafting and calculations in fractions. Owing to the mental application required, pupils in the high-school and grammar grades only are being taught the art. It will readily be seen that such a study will be of immeasurable benefit; more than proficiency in the use of the needle alone, in that the reasoning powers are brought into play. I have been requested by those acquainted with the system to give the details of the work for the benefit of superintendents and school boards, and shall endeavor to do so in the near future.

Industrial education is yet in its infancy, but it will not be long

ere the young girls of the land will leave the free schools, not only with their book-learning, but also with a thorough, practical knowledge of pursuits which will open wide for them the countless avenues of usefulness. Such is the hope and aim of many of our leading educators; and their laudable endeavors in this great movement should receive the sanction and encouragement they deserve at the hands of a wide-awake, progressive, and liberty-loving people.

*Ravenna, Ohio.*

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### SCHOOL DISCIPLINE.

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The following paper, from the *Pacific Educational Journal*, was read at the institute in Contra Costa county, Cal., by ELLA FORWARD. It contains many good suggestions as well as some of doubtful propriety. Among the latter may be named the assigning of tasks as punishment, and reading to the school at night the list of misdemeanors.—EDITOR.

You will, doubtless, all agree with me that to teach the boy is not an unpleasant task, but to govern him on all occasions sometimes makes our pathway a little thorny. I have prepared a few suggestions on deportment, that have proved beneficial in my experience, and may be of some use to others.

Some of our older educators have said that as is the teacher so will be the school. This is true in part. A teacher's individuality must wield some influence over a class. If the teacher is fretful and nervous, and talks in loud, harsh tones, the children will slam desk-lids, drop pencils, rattle slates, and everything will be in a state of confusion and disorder.

On the other hand, if the teacher moves noiselessly about the room, speaks in subdued tones, never forgetting the "thank you" and "if you please," she will produce a quieting effect upon even the most disorderly pupils.

However, as teachers are but human, and pupils are not angels by any means—collected as they are from every condition of society, we have every evil to contend with, and the most gifted teacher must stand ready to bring into execution some stronger influence than mere example.

Upon opening a school I first endeavor to have my pupils all understand what I require of them, and why they should meet those requirements, always taking pains to show them that the work is for their good, not mine. No school can be properly conducted without a carefully-prepared program, with which the pupils should be as familiar as the teacher. This cannot well be arranged

the first week, as new pupils entering make constant changes necessary. For the first few days it is best to plan original work enough to keep the school busy, never permitting them to say they have nothing to do. If they are given nothing to do, they will find something that in all probability will not promote the welfare of the class. No teacher, however methodical, can discipline idle children. I have work for every hour of the day, and require it to be done within a stated time, and never permit to-day's work to lie over until to-morrow.

I think it is well to have some iron rules; but never a specific punishment for specific offenses. When a pupil offends let him receive a punishment designed to suit his particular case.

There is a multitude of little reproofs that can be introduced with excellent results. Here are a few that I have tried: If a boy is disorderly, send him to the board and ask him to write *ornithorhynchus* ten times. If he is a poor speller and not a very good writer, by the time he has finished he will feel worse than if you had whipped him. Especially will this be the case if you criticise him sharply, which you must not forget to do, and have the class help you.

When I catch a boy whispering, I perhaps ask him to stand, and give him a chance to talk by asking him questions. If he cannot answer them, let him stand until he learns them. Another good method is to have a spelling lesson of about fifty words for him to write after school.

A wise teacher can sometimes get on the good side of a particularly bad boy by appointing him general assistant and monitor for the school. Let him pass the chalk, collect copy-books, pens, etc. He may be reformed by having confidence reposed in him.

I have kept a book of misdemeanors and read it at night to the school. I found that children would make an effort to keep their names out of this book.

I always make it a rule that any pupil leaving the room during a session loses ten minutes of the intermission following. As a result, in my present school, I have recorded six cases of detention within two months. I feel safe in stating that without that rule I would have recorded sixty requests to leave the room.

We should look well to the appearance of our school-house and grounds. The more attractive we make them, the better will be our attendance. Adorn the walls with pictures, the windows with plants and curtains. When you begin this work the little strangers



will approach you half doubtfully and offer their assistance, bringing you many little worthless articles, which you must put in the most conspicuous places. By the time you have finished you will have won the good will of every child and parent in the district, and they will serve you.

Children are not far-seeing enough to study for the love of knowledge, and I think incentives are essential, even in the higher grades. I often publish a monthly report of scholarship and deportment, in the county newspapers, and with good results. I find that children enjoy seeing their names in print as well as older folks do. This method will also encourage visitors.

Too much attention can not be directed toward school etiquette. Our place in life is frequently more dependent upon our manners than upon other merits. They are keys to the doors of good society, and often succeed where wealth, beauty, and even talent fail.

Do we ever stop to think of the importance of our personal appearance in the class-room? How we are daily scrutinized from the crowns of our heads to the soles of our feet? We are object lessons for our pupils, and should be as painstaking in dress and appearance as our circumstances will allow. We can not be too careful to encourage neatness. Our schools are provided with wash basins, water, combs and towels, and there is no excuse for dirty faces or hands. I teach Johnny the virtue of a fresh morning bath, and will not permit his presence without it.

Tardiness is one of the annoyances we have to contend with. For this evil I think an ounce of prevention is worth a pound of cure. Nearly all teachers have some work outside of the regular routine of lessons. It may be a story, a new song, a reading, a recitation, or only an exercise in arithmetic; but, whatever it is, have it at nine o'clock, and every pupil will exert himself to be present. My program is headed: "General Exercises—Ten Minutes." I always exert myself to make the school especially attractive and interesting at this time. I do not attempt to hear all the recitations in a day, on the six-minute plan, and jot down a daily account of recitation credits. Our work is to teach, and not to journalize and post answers. It takes time to jot down credits, and when we use the credit system with older pupils we let them monopolize our time to the neglect of younger ones.

I assign topics to my older classes, helping them on the fundamental principles, and not to get answers. I try to teach them self-reliance, and let them glean a little by hard thinking.

But I must be brief, although to go over the field opened up by this question it would be necessary to write a volume, covering every subject taught, for discipline is intermingled with them all.

The most effectual method to secure a good school is to make sure that the teacher is thoroughly honest, ambitious, and conscientious; one who is not afraid of hard work; one who will try to make her school the center of civility and politeness, and by her influence stamp the minds of her pupils with a love for knowledge, truth and righteousness, that will live when she has been forgotten.

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### EXAMINATIONS AND PROMOTIONS.

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BY M. F. ANDREW.

Certainly "there are two sides to all questions," and there are some questions that, like Banquo's ghost, "will not down;" the examination question seems to be one of them. Perhaps it is well that so much discussion is being given such an important subject. No doubt, in the end, such a multitude of counselors will be able to devise some satisfactory plan. As I grow older I feel that patience, charity, and other kindred virtues are being added, and many of these topics assume quite different forms. I am willing, yea anxious, to sit at the feet of an educational Gamaliel, let him come whence he will, and receive instruction. Sincerely, I think Dr. White has the best of the discussion so far—with due deference to you, Mr. Editor, and all the other adherents of the opposite side.

The greatest argument in favor of the promotion examination is that it is a sort of club over the pupil's head, and many of them do not deserve clubbing.

How often have I heard the expressions, "We have just so much to do this term," "We are getting ready for examination." It must be pounded in some how. I know teachers who have scores of lists of questions of former examinations, running back for years, and they drill, *drill*, DRILL, on these, hoping to hit most things in the coming examination. (Please not to look in my desk). The teacher must get her pupils ready to pass. Her teaching is measured by this standard. What can she do? Nothing but get ready for the ordeal. If the majority of her class is not promoted she must look for another position. I do not blame her, for if she does not stuff them some other teacher will.

To me it seems, in using the examination yard-stick, we may put our pupils in three classes. The first class is made up of con-

scientious, hard working children, who should by all means be promoted. They are worth too much to be measured by percents. It is an outrage to say they are worth 80, 90, or even 100. They are the genuine article, the salt of the earth, and there is no way of determining their worth. Some one says the examination does not hurt such a child. But it does. I can point now to two such girls, who are being ruined by the system. They are now and have been from early childhood friendly rivals in class. Both broke down at one time and were compelled to miss the greater part of a year. They work for examination, talk of it, dream of it. When examination comes, the nervous strain is too much, and both are sick at the end of the week. Four set examinations each year; four periods of getting ready and four crucial tests! Neither of these girls will reach the years of womanhood if this thing continues. Many more such cases are under my observation.

There is a second class for whom, I must admit, the examination does do something. They will do a great deal of mechanical work and may do some thinking, rather than be humiliated by failure at the end of the year. The goad does help out in this case, but I hardly think these pupils ought to be measured by 65, 70 or 75. Perchance, some of these pupils, if they were not compelled to learn a certain specified number of pages in a specified history, sold by some specified contract, would get interested in reading some of the best authors on the growth of our country. Why not try it for a time?

To the third class belongs the boy on whom the ghost of failure makes no impression. He has been three years in the fifth grade, two in the sixth and two in the seventh, and so on. He has failed in the examination for promotion every year, and has become hardened to it. His promotion has always been probationary, and he is a probationer still. I believe something can be done for such boys and girls, and if we will but destroy the machine, work out some natural plans, and get to work in earnest, more will be accomplished. We can not afford to sacrifice the first and third classes for the second. I use the examination for promotion, but not of my own free will. Personally, I do not believe in it, but the "powers that be" are above me.

*Cheviot, Ohio, March 8, 1892.*

As an antidote to the foregoing, we give place to the following very sensible views on the same subject.—EDITOR.

**EXAMINATIONS AND PROMOTIONS.**

BY SUPT. R. B. SMITH.

Much has been written quite recently in opposition to examination for the purpose of ascertaining the pupil's fitness for promotion, but I fail to see the force of the arguments. If the pupil is really ready for promotion, an examination will not deprive him of his rights, but will simply show to all concerned that he is prepared for a higher grade. I have always regarded examinations as a good thing for both pupil and teacher, and nothing that I have yet seen has convinced me to the contrary. It is true that the examiner may lack judgment, and the examination may fail in its object, but when properly used, it is a valuable test, and it is not likely that a substitute which will be satisfactory under all circumstances can be found.

Whatever induces study is beneficial to the teacher; and although he may have received a three or five years' certificate, it would not be amiss for him to undergo another examination at the end of this time. Teachers for a long time occupied with the same grade, lose interest in study and sometimes retrograde. With no examination in prospect, motives for study seem to be wanting. An examination every few years would tend to keep alive their interest, and would also tend to banish the indolence and indifference which are often apparent when certificates are to be renewed without examination. Examinations very often fail in their object, and for this very reason they should be repeated. How often does a teacher rest content with insufficient knowledge. Indeed, he is not aware of his lack of knowledge until some searching question reveals it to him.

An applicant may labor under some misapprehension that may disqualify him for becoming a teacher of some special branch. Several years ago, a teacher came to me with the sentence, "Lead is a heavy metal." He said that he had parsed "metal" as in the objective case after the transitive verb "is," and wished to know my opinion in regard to it. This teacher was young, but it did not speak well for his examiners that one so ignorant should be certified as capable of teaching English grammar. Another teacher of some years' experience and of some reputation, once came to me with a sentence like the following: "The house which was destroyed by fire belonged to Mr. Thompson." He requested me to parse "was destroyed." When I had done so, he asked, "Do you

call 'was destroyed' a *transitive* verb?" "Certainly," I said. "Where is the object, then?" was his next question. He had evidently formed the notion that the object of a transitive verb must always be in the objective case, and had always parsed a verb in the passive voice as intransitive, although his grammar distinctly informed him that voice is a property of the transitive verb. As I have said, this person had taught for years, but he certainly needed a more searching examination than any that he had hitherto received.

We see then that examinations are necessary, as they may reveal to the applicant his lack of knowledge, and may incite him to more thorough and careful study. Indeed, it would seem that a teacher, even of experience, instead of grumbling because he must be examined, should at least occasionally rather seek the opportunity of being examined. The question books which are almost universally condemned by prominent educators, have one merit at least. A teacher glancing over a list of questions on a favorite branch discovers some questions that he can not answer. He is at once set to thinking, and may be led to review his studies.

It can hardly be presumed that the only reason for examining pupils is to ascertain whether they are ready for promotion or not; yet a failure, or a series of failures, is the only thing that will satisfy both pupil and parent that a promotion should not be made. If promotions were made solely from the teacher's opinion as formed from the daily recitations, it would sometimes be difficult to convince parents that injustice had not been done. Something more tangible is necessary, and this is furnished by an examination.

Examinations enable the teacher to test his own work. Many teachers unconsciously form habits of assisting the pupil to the pupil's disadvantage, and it not unfrequently happens that both teacher and pupil have been deceived. An examination in which the pupil is left entirely to his own resources reveals at once the weak point in the pupil and the defects in the teacher's work.

A class that had made some progress in percentage was once brought to a halt by a problem like the following: A grocer bought coffee at 15 cents per pound, and sold it at 18 cents per pound. What common fraction expresses his gain?

If, in arithmetic, rules and processes have occupied more than their due portion of time, nothing so clearly reveals the fact as a few problems that oblige the pupil to reason. When the revelation is made, the teacher's duty is clear.

When pupils are made to know that ample time will be given

for examination, and that promotion does not depend upon the result of one examination, but upon that of several, and that daily work and application, are, after all, the chief factors leading to promotion, the cause of much anxiety and nervousness will be removed, and the pupil will be in a condition to acquit himself creditably.

Examinations, both oral and written, are inducements to study. If no records were kept, nothing which could be seen by parent or guardian, many pupils, naturally bright, would lose one of their chief motives for study. If a pupil gets along well, he wants his parents and friends to know it. His examination grades are a visible evidence of his progress. All the objections that can be urged against examinations and percents are answered, when it is admitted that good results follow. By good management, all the evils resulting from examinations and percents can be avoided. If everything that can be abused or misused should be abandoned, nothing would remain.

Written examinations give the pupils time to think. They serve as a test of the reasoning powers and of the memory of the pupil; and as a means of discipline and of strengthening the mental powers, they are among the most available within the reach of the teacher.

*Uhrichsville, Ohio, March 12, 1892.*

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### THE COLLEGE AND THE HIGH SCHOOL ONCE MORE.

With reference to the action of the Ohio College Association at Columbus on the High-School-College matter, something more should be said. The difference of opinion has been chiefly respecting statements as to standards. It has been fully agreed that co-ordination in the educational work of the State is needed, and the co-operation between the colleges and the high schools should be sought. The important questions have been, first, shall we lower college standards? Second, shall we make statements which seem to imply such a letting down? Such statements were made in the joint committee's report, both in numerous phrases, at best ambiguous; and distinctly, in the latter of the two alternative plans of adjustment. In the printed proceedings of the Cleveland College meeting, however, none of these questionable phrases appear, and the second plan of adjustment is not mentioned. The principle of adjustment there set forth would entirely exclude the second plan.

At Columbus both of these questions came up. That we do not approve of letting down standards was unanimously agreed. No

one ventured to defend that. The committee distinctly announced that there is no intention of abandoning Preparatory Greek for the A.-B. course, and no one undertook to support the second plan of adjustment. Repeated reference was made to it, but no one spoke in its favor. The committee held that the purpose is to bring high-school work up to college standards; not to bring college work down.

The chairman of the committee held, however, that any appearance of amendment to the old report might be misunderstood, and so interfere with the best accomplishment of what we all desire, namely, a better understanding and closer co-operation between the colleges and the schools. It was by such presentations and holdings that a majority vote was obtained for the resolution which was printed in the February MONTHLY.

Allow me, therefore, to congratulate, not only all college men, but all high-school teachers and friends of education who believe in maintaining respectable standards, that though in form the report is unchanged, it is so only because such understandings as are presented above were agreed to at Columbus. In joining hands, now, for our future efforts, let us hope that the expressive phrase, "One-Horse Ohio College," with all that it signifies, may be and remain a thing of the past.

W. D. SHIPMAN.

*Buchtel College.*

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## PRIMARY DEPARTMENT.

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### Primary Instruction in Number.

DEAR DR. FINDLEY:—I have been much interested in the several articles in the MONTHLY, called out by Supt. J. M. Greenwood's vigorous protest against the number grind which prevails in so many American schools.

The mechanism of the Grube method has a special attractiveness to many teachers, since it grinds out number grists with an order about as invariable as "the order of nature." When a teacher or, perchance, superintendent "gets the hang of the machine," it is easy to over-use it, and so the grind is continued not only through the first year but through the second, and even through the third school year. The method is applied not only to the teaching of the numbers from 1 to 10 (where it has its special merit) but also from 10 to 20, and even 20 to 100. Think of spending

three years, or the most of three years, in torturing the numbers from 1 to 100 to learn all that is in them *in esse* and *in posse*! It is no wonder that those who have watched the progress of this number grind begin to cry out. We had our "say" against it more than ten years ago, and we are enjoying the blasts from Kansas City, now sweeping across the country like a cyclone.

The pedagogical error that underlies this over-use of the Grube method is the assumption that a *knowledge* of the successive numbers is the end of primary instruction in number. The chief aim of such instruction is supposed to be to teach each number from 1 to 100 so as to give the pupils a knowledge of what it is composed, its relations to lower numbers, especially to the digital numbers, its equal parts, etc., and hence the long continued grind. But the true end of primary training in number is to *impart skill in primary numerical processes*. Skill, and not knowledge, should be the guiding end. I am not sure that I know all that is knowable of the number 20. I have never tried "to develop" it scientifically, and I certainly have never subjected it to all possible analytic and comparative processes to ascertain what is in it; and I am not lamenting my ignorance in these directions. Life is too short and human knowledge too extensive to permit such a use of time.

It is doubtless wise in the last kindergarten year (from five to six) to teach objectively the numbers from 1 to 10, the aim being to give the pupils a clear idea of these digital numbers, and to impart skill in separating these numbers into their parts and combining these parts and thus forming the numbers. These simple drills may properly be continued with the numbers from 10 to 20, but increasingly the aim should be *skill*, and not knowledge. When pupils enter school at six years of age, all this may be done readily in one year.

But let us not fall into the error of supposing that the Grube method is responsible for all the number follies in our schools—follies about as numerous as in primary reading, and this is saying a good deal! The new idea (if new) that every branch of study should be made the occasion of as many *sensations* as possible is doing not a little mischief. The number drill is diverted to the teaching of drawing, language, natural science, etc. First-year pupils are set to drawing geometrical forms, animals(?) etc., to learn that 7 is 6 and 1, 5 and 2, 4 and 3. This dawdling in number work teaches neither number nor drawing. The power which the pupils should acquire, is the *instantaneous perception* of these



facts, and, besides, the pupils must know the facts before they can represent them by drawing. This attempt to unite drawing and number training is not only a waste of time, but it is a useless tax on the nervous energy of young pupils. It is sometimes called "busy work" but it is easily carried to the point of idiocy work.

Equally objectionable is the attempt to make the number lesson a formal language lesson. The slow progress of many primary classes in number is doubtless due to the waste of time in attempts to train the pupils to state processes in a formal and logical manner. A Cincinnati principal once called to his office, when I was visiting his school, a little Italian boy who, he said, could not learn number. Suspecting the difficulty, I tested the little fellow in natural and simple language, using, when necessary, my fingers for objects. To the principal's surprise, the boy was very familiar with the number processes that had been taught in his grade. He had been baffled by the language used by his teacher and especially by the formal statements of processes required of him, and so he had seemed very dull in number when in reality he was very bright. I have again and again seen teachers take ten to twenty minutes to "develop" a process and train the pupils in its logical statement, thus making the number drill primarily a language drill.

The number drills in primary classes should have a definite end—skill in number processes—and then they should reach this result in a direct and simple manner. The way to learn to add numbers with facility is *to add numbers*—not to do all possible things with these numbers. Skill in any art is the result of repeated and continued action under guidance. The mechanic learns to drive nails *by driving nails*, with mind as well as hand—not by swinging the hammer about his head or by playing nail driving by driving imaginary nails which he never hits! The swinging of a hammer may develop muscle, but mere muscle never drives nails. At the sea-shore last summer, I saw a teacher of swimming put a pupil face downwards on a table, and then put him through the motions of swimming. It served as a sort of illustration, but the table was a poor substitute for water, and the fact was made all the more evident that the boy must go into the water to learn to swim.

The number work in many schools is fearfully loaded with devices, diversions, and rigmaroles, which, whatever else may be true, do not impart skill in number processes. The way to teach any process is *to teach it*—not to teach something else—and the simpler and more natural the instruction the better, especially in primary classes.

And this raises a question, as to the propriety of the early use of signs to represent numerical processes and relations. It is granted that even first-year pupils can learn to read and use these signs, but their use substitutes an artificial language for a natural one, and is a hindrance and not a help, and this is specially true of the signs  $\times$  and  $\div$ . I have long regarded it a great merit of Warren Colburn's "First Lessons" that no signs are used in the first half of the book, and all the numbers in the first exercises are expressed *by words*—the same language that is used to express the child's other ideas. A little child sees number relations when expressed in words more easily than when expressed by figures and signs, and, besides, words are used in oral instruction. Why not in written? Why require the little kindergartners to learn two written languages, when one is sufficient? Of course, little children can learn to read and use a sign language, even Chinese, but what is gained by it?

This, Mr. Editor, leads me to ask whether some of the critics of modern methods of teaching number have *right ends* in view in their own methods. What is the practical value of the drilling of pupils in counting *by ones* to one hundred, whether counting objects or saying the words while "looking into vacuity?" How much is such an exercise as that worth as a first step in teaching number? As it seems to me, counting by ones to ten or to one hundred is about as useless a performance as much of the Grube grind. Counting to one hundred may give a vague idea of "many-ness," but it gives no definite idea of the numbers represented by the words. Indeed, the words may be repeated without any idea of number in the mind—a mere word repetition. The numbers from one to ten may be so taught that the pupil has a clear and definite idea of each, and then thirty as three tens, sixty as six tens, seventy-five as seven tens and five ones more, etc., may represent definite number ideas. The only special use of counting by one's, that I know of, is to put one to sleep when afflicted with insomnia! In the inverse processes of addition and subtraction (to be taught at first together), counting by one's should neither be used nor permitted. Counting is the source of much failure in the acquisition of skill in these processes.

The same is true of the folly of teaching five-year and six-year old children to write in figures numbers from 1,000 to 1,000,000, or more. Of course, it can be done, but this fact does not prove that *it ought to be done*. Some twenty years ago, I visited the

public schools of Philadelphia, and, to my surprise, I found primary pupils writing numbers composed of as many as ten figures and more, and also adding and subtracting such large numbers *by rule*, though unable to add the digital numbers two and two with ease and accuracy. Is it seriously proposed to go back in number teaching to this primitive method? Of course, I repeat, it can be done, but does this settle its pedagogical value?

I know of no more serious error in pedagogy than the acceptance of the successful reaching of a result as evidence of the value of the result or the correctness of the method employed, and yet this is a very common mistake. There is not a primary device, or method, or "system" that has not been advocated on the ground that it can be done, which often means that the little ones *can stand it* and, at the same time, *seem to enjoy it*! Even pigs and mice can be trained to do wonderful things, but little children can stand more stupid training than any other beings, and to what abuses have they been subjected in the name of education!

I recently saw a class of first-year pupils add columns of numbers like accountants, and I pitied the pupils! In one of our large cities, some two years ago, I saw pupils who had been in school *only three months*, write sums of money, using \$ and correctly, and then add the numbers thus written, and again I pitied the pupils! I recently saw pupils between five and six years of age, in school only five months, read twenty or more words written on the black-board, actually determining, under the teacher's guidance, *and by the application of rules*, the silent letters, the sounds of the vowels, indicating the latter by diacritical marks, etc., and I not only pitied the little ones but I felt sorry for the teacher who was faithfully trying the "new system." I left the room thankful that I was never put through such a drill in my first reading lessons. Indeed, I was ignorant of several of the rules which this skillful teacher was applying, and *I am glad of it*. I could make out new words before I was five years old, but it was an "unconscious art." In a teachers' institute held on the Reserve in 1866, an instructor presented some ten or more rules of spelling. When he closed, General Garfield, who was present, turned to me and said, "That is interesting as information, but who ever learned to spell by rule?" Whatever may be true of adults, little children learn to pronounce words and to spell words by pronouncing and spelling them.

The fact that pupils can be trained to do this or that is no sufficient evidence that they should be thus trained. It is too late to

sneer at principles of teaching as guides in practice. In arranging a course of study for graded schools, the question is not what pupils *can* do, in the given grades, but what is *best* for them to do. There is a natural sequence of skill as well as of knowledge, and this natural sequence should be observed in a course of instruction. What is this natural sequence in number? What exercises are really primary? What exercises should follow? And the right answer to these guiding questions is important. The rate of progress will, of course, depend much on the age of the pupils. It is not possible to accomplish as much with pupils five years old as with pupils six years old. In New England, Michigan, Wisconsin, and several other states, children enter school at five years of age, and the first primary year corresponds to the last kindergarten year. In Ohio, Pennsylvania, Indiana, Missouri, and several other states, pupils do not enter school until they are six, and this added year means a marked difference in knowledge and intellectual ability. The mastery of the numbers from one to ten may be as much for first-year pupils in Michigan as the mastery of the numbers from one to twenty is in Ohio.

What skill in number processes should be the result of the first two years of number work in the schools of Ohio? What results should be reached in three years? What in four years?

Let us not, Mr. Editor, jump from one extreme to another. In our efforts to cure the Grube abuses, let us not go back to the backwoods number training of our boyhood.

Most truly yours,

E. E. WHITE.

*Cincinnati, Ohio, March 16, 1892.*

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## Language Training.

BY MISS S. L. FOWNES.

The subject of language is a broad one, and as interesting as it is broad. In school work, language is intimately connected with arithmetic, geography, physiology, each of these studies affording admirable opportunity for the expression of thought, and the teacher who seeks to establish good habits in regular language work, in his school, must seek for good expression while seeking for facts in arithmetic and geography.

In the few remarks which follow, it is not my intention to refer to any language work except that which is done at the time regularly devoted to language. The language work done in con-

nection with general lessons, geography and arithmetic, is so varied and miscellaneous that too much space would be required to enter into it.

As to the regular language work done in the third grade, in which I teach, let me say that I have a different language exercise for each day of the week; for instance, Tuesday is devoted to oral work, Wednesday, to picture-stories, and Thursday, to letter writing, while Monday is generally given up to dictation and reproduction work, and Friday, to lessons on the use of words.

The first requisite toward obtaining good language work from children, is making the language work interesting and exciting, a lively interest on their part. In language, as in everything else, no good work can come which is not entered into with zest. I attempt to awaken this zest in my school by using such language work as will appeal most effectually to the imagination of the children. If children can be sufficiently awakened and interested to give free scope to their generally luxuriant imaginations, they will do excellent original work.

Pictures, as has often been stated, form a desirable means of obtaining good imaginary stories. The pictures, so called, that I use, I put on the blackboard. I hardly ever use small cards or pictures cut from papers, because I think one large picture is more effective. Children vie with each other in writing the best story about a blackboard picture, while, if they are using different pieces of cardboard, no one is interested in making more out of a certain picture than his neighbor. I like very simple pictures best. They appeal more earnestly to the child. This week, I had on the blackboard the picture of a pig dressed in a green coat with a high collar; the pig was represented walking along carrying a pitch-fork for a cane. Before beginning to write about this, we had a short conversation lesson about it. The children said it was a dudish pig who was out seeking his fortune. He was vain, and on account of this grievous fault, they had him fall into all sorts of unenviable positions. Some had him so bent on admiring himself that he forgot to "look out for the locomotive." Others insisted that he fell down in the mud and rose a dilapidated hero, while one little girl said he fell in love with a pig who was lovely before he married her, but who turned out such a crank and scolded him so much that he had to sell his fine coat and buy another pig-pen. A scolding wife seems to be the climax of misfortunes in this child's mind.

Week before last, I drew three brown, oblong, whiskered something on the board, and wrote under them "The Mice." A circle

with a few hieroglyphics stood for the mince pie, and a line, "look out for the cat," was sufficient to suggest a direful tragedy; and an excellent line of stories came from the children.

I always like pictures which suggest a story better than those which produce mere statements concerning things seen in them. Moreover, I always allow the children to illustrate any story they may be writing, as this makes it more real.

Next to stories about blackboard pictures, the children of my room are most interested in telling stories. Tuesday is a red-letter day, because on that day the children tell any story they may have read or heard during the week. They take great delight in these tales. I encourage them to tell stories they have read more than those they have heard, for if I can get them to read stories for themselves at home, of course their reading ability is increased. This oral language work is not only inspiring, but it is especially beneficial to my slow children, as they are much more interested in written stories than they were before I began oral ones. Sometimes, too, I ask them to tell a fairy story which they have made up all themselves. The result is somewhat peculiar, but as I myself am not an adept at composing fairy tales, I never wonder when witches and dragons, beautiful princesses and rich princes get mixed together and make too thick a hash to be easily swallowed. Occasionally, instead of telling these tales before the class, I ask them to write out a fairy story of their own composition. The only trouble with this is, they want to write so much that they are not very careful with their writing. Beside these oral tales and stories from pictures, I frequently write a list of words on the board which I have taken from some short production they have never heard, and ask the children to see who can make from these words a story the most like that in the paper from which I have taken it. After they have finished writing and some have read the result of their work, I read aloud the story. This is one desirable way of teaching the correct use of words.

As to letter-writing, I have nothing to say save that before letters are begun, I say, "To-day we shall write to any one in the room, telling that person about some deed of kindness, or how John makes a kite, or how the grocer around the corner keeps his store clean." Assigning some topic for letter writing prevents children from falling into the same habit the boy does who, in every letter he writes, originally remarks, "I take my pen in hand to let you know we are well and hope you are the same."

*Youngstown, O.*

## Drawing With an Accompaniment.

In my room I have first, second and third year grades. My third year pupils use Forbriger's Drawing Book, No. 1. In giving a drawing lesson, I work at the blackboard, while the highest class use books and the two lower classes use slates, all drawing the same figure. This plan gives two years' practice before the book is taken up.

My object in this brief paper is not so much to give a drawing lesson as to show how other lessons are woven in, so that much more is learned than merely drawing straight lines. Here is a sample of one of our lessons:

*Teacher.*—Each one draw a two-inch square. How do you know when you have a square, Carl?

*Carl.*—To be a square, my figure must have four equal sides and four right angles.

*Teacher.*—Name any object in the room that is square. (After looking around no square is found except the end of a box on the teacher's desk.)

*Teacher.*—How long was each side to be?

*Class.*—Two inches.

*Teacher.*—Then how far around this square?

*Class.*—Eight inches.

*Teacher.*—Place a dot in the middle of the upper and lower lines. How far is the dot in the upper line from the upper corners?

*Class.*—One inch.

*Teacher.*—Draw a line connecting the dots. What have you done?

*Class.*—We have made two rectangles of our square.

*Teacher.*—What part of the whole square is one rectangle?

*Class.*—One-half.

*Teacher.*—How many halves are there?

*Class.*—Two.

*Teacher.*—Tell me how to write them so I can add them together.

*Class.*—One over two plus one over two equals two over two.

The teacher places the fractions on the board.  $\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$ .

*Teacher.*—What is the  $\frac{2}{2}$  equal to?

*Class.*— $\frac{2}{2} = 1$ , or the whole whole square.

*Teacher.*—Add the sides of one of the rectangles and tell me how far it is around it.

*Class.*—One inch plus two inches plus one inch plus two inches equal six inches.

*Teacher.*—This figure has four straight lines and four right angles; why is it not a square?

*Class.*—Because all the sides are not the same length.

The class are called upon to name objects in the room rectangular in shape. A great number are found. The rectangles are divided in the center, which leads to a lesson on fourths. It shows very clearly how  $\frac{1}{2} = \frac{2}{4}$ ; that  $\frac{1}{2}$  of  $\frac{1}{2} = \frac{1}{4}$ ; that  $\frac{1}{4}$ ,  $\frac{2}{4}$  and 1 are the same. The class do not study fractions as fractions, but find no difficulty in understanding the meaning of these figures.

The figure is next divided at the sides, and eights and sixteenths are used. The figure is shaded after the pattern of the copy, and books are put away until time for another drawing lesson, which is looked forward to with eagerness.

ANNA M. TORRENCE.

*Clifton, O.*

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## Geography.

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In our third year grade, we take up the study of geography. During the fall term we learned about our own neighborhood; the cardinal and semi-cardinal points; different formations of land and water; different forms of vapor, as, snow, ice, etc., etc.

At the beginning of the winter term, the class was told to bring as many facts as possible about Ohio, as we were to study about our own state this term. The plan was eagerly entered into by the class, each one feeling he had an important part to take in helping to make our geography interesting. Every day, new facts were brought in, until at the end of the first week we had enough to keep us busy the rest of the term. To be sure, there was much of a local nature, but it is well to know your own locality well, and many of the places referred to were those nearest our own village.

Our lessons are now taken from what we have gathered together, and as each question is asked, we rarely fail to see a smile on the face of some pupil who recognizes his own contribution. Sometimes it is a class recitation, with or without the map; sometimes a few questions are selected for written work; and sometimes it is a story, allowing the children to supply names and places. For instance, the teacher begins thus:

A gentleman was travelling in the United States, and being in Kentucky, he asked what state lay to the north, and was told that it was



*Class.*—Ohio.

He decided to visit that state, and crossing the—

*Class.*—Ohio river,  
the Indian name for—

*Class.*—Beautiful river,  
he found himself in the largest city in Ohio—

*Class.*—Cincinnati.

While here he found out that Ohio was divided into—

*Class.*—88 counties;  
that the oldest town was—

*Class.*—Marietta;  
that there were in the state mines of—

*Class.*—Coal, iron, salt;  
that the neighboring state on the west was—

*Class.*—Indiana;  
while on the north he would find—  
*Class.*—Michigan and Lake Erie.

If he crossed the state to the east he would find—

*Class.*—Pennsylvania and West Virginia.

From Cincinnati he went to the Gem City—

*Class.*—Dayton,  
on the—

*Class.*—Big Miami river.  
At Dayton he visited the—

*Class.*—Soldiers' Home.

From here he proceeded to the Champion City—

*Class.*—Springfield,  
noted for its—

*Class.*—Machine shops.

Hiring a buggy here, he drove south several miles to a small village,  
where he found lovely cliffs—

*Class.*—Clifton,  
on the—

*Class.*—Little Miami river.

Directing his course to the south-west he arrived at a town near  
which is a beautiful home for sailors' and soldiers' orphans—

*Class.*—Xenia.

The next place he visits is our capital city—

*Class.*—Columbus,  
on the—

*Class.*—Scioto river.

In the north he stopped at—

*Class.*—Toledo,

on the—

*Class.*—Maumee river,

and on Lake Erie at—

*Class.*—Cleveland and Sandusky.

So the facts are woven in. The story varies with each telling, but the facts remain the same. Sometimes the entire class answer, but oftener each pupil, as called upon by the teacher, answers. This latter keeps all wide awake, not knowing when they may be called upon.

ANNA M. TORRENCE.

*Clifton, Greene Co., O.*

## NOTES AND QUERIES.

### SPECIAL PREPARATION.

In some of the higher primary and lower grammar grades, we are having teachers make specialties of certain lines of work; *i. e.*, one teacher attends to the reading and the other to the number work. This gives the teacher more time for preparing her work and she can put more earnestness into it, hence better results are secured. This proves by actual practice the value of special preparation for the teachers' work.

R. E. R.

### THE HABIT OF READING.

A great many of our pupils are taking the "Ohio Pupils' Reading Course" and are perfectly delighted with it. We are pressing the matter of outside reading, holding that every pupil should form the habit of reading while in school. Pupils who form the habit of reading such books as are found in the "Ohio Pupils' Reading Course," will have no desire to read inferior literature. What teacher can do a more lasting good for the pupils under his charge?

R. E. R.

### QUERIES ANSWERED.

Q. 239.—Write the following in words, as it should be read from the blackboard:  $a - \{x - [2x - (y + z) + b] - 2y\}$ .

$a$  minus the quantity,  $x$  minus  $2y$ , minus the quantity,  $2x$  plus  $b$ , minus the quantity,  $y$  plus  $z$ . Pupils are not very apt in the writing of such expressions; it comes largely from the lack of proper drill in the signs of aggregation.

F. J. BECK.

Q. 284.—"With what three principal feelings of emotion has the teacher to deal, and how should each be treated?" After some consideration, I am not quite sure that I have gotten the exact import of the query, but it is a very suggestive one, and I should like to

see it widely discussed. It cannot fail to start profitable lines of thought in several directions.

It will be necessary to bear in mind that the teacher usually deals with numbers, and that even to deal with one out of a number, and in the presence of a number, must at times be different from dealing with one alone.

The little ones come to us endowed with the same general emotions, varying only in degree. It is true that we hear a great deal about peculiar dispositions, and about individuality which should not be crushed, but it is equally true that trouble follows in the wake of too much specialization. I would select from the capabilities of feeling in the young mind, as those upon whose management or mismanagement chiefly depends the success or failure of the teacher, these three: fear, love of activity, and sympathy.

I am aware that some zealous apostles of the "new education" would like to eliminate the first named feeling from the school-room. But man was created with a disposition towards a feeling of awe at every thing new, and strange, and mysterious. The plan has its purpose, which is generally understood. Joanna Baillie fitly characterized him "who feels no fear" as "brutish and irrational." The disposition is there; what are you going to do about it? It is part of an intelligent mind. Follow the plan of nature. The normal mind fears to do evil, but there is no need to institute a reign of terror. The feeling of fear needs to be kept under in some children, and intensified in others. It should be directed into rational channels, and ultimately developed into respect and reverence for law, for justice and authority.

But the teacher's most powerful ally is the child's innate love of activity. This fact is undisputed. The teacher who understands how at all times to fill the hands and brains of her pupils with the proper kind and amount of work, has won more than half the battle. Through the proper stimulation and use of the love of activity, is developed what the psychologist calls the intellectual sentiment, which will in later years be the most powerful incentive to the acquisition of knowledge.

And sympathy! It is difficult to realize how much of success on the one hand, and of vexation and worry on the other, arises out of this social feeling. Through it, an enthusiasm, a mood, a mere manner, may spread a contagion from teacher to class and from pupil to pupil. A fretful teacher, a fretful class; a careless teacher, a careless class; one unruly pupil tolerated, more unruly

pupils—an unruly class. Hence the teacher should aim to be at all times alert, herself the center of attraction and influence, suppressing in herself as well as in her class every act or manner that it is not desirable to have imitated, multiplied. It is a universally recognized fact that sympathy sways multitudes, often against reason, yet this tendency is rarely given sufficient consideration in the school-room.

The teacher that can train her pupils to respect and reverence, provide employment for their active nature, and sway their sympathies at will, can not fall very short of the true ideal.

*Delphos, O.*

LOUISE JOHN.

Q. 296.—Matilda of Flanders, wife of William the Conqueror, was the mother of Kings William II. and Henry I. of England, and was also the youngest of her parents' numerous progeny.

W. R. K.

Q. 302.—The "Circle of Willis" is a ring of arterial tubes at the base of the brain, formed by anastomosing branches of the Carotid and Vertebral arteries. Two routes for the supply of blood to all parts of the brain are thus provided.

G. G. COLE.

*Holmesville, Ohio.*

This arrangement furnishes two routes for the passage of blood to all parts of the brain, so that if one should be obstructed the other would be available.

P. H. KUHN.

Answers of same import by C. E. Berridge, H. H. Cully, "Clinton High School," Jewett, and O. F. One says the question occurs in the list of questions in physiology at the last state examination, and that it "smacks of the technical somewhat."—En.

Q. 304.—Answered by G. G. Cole, B. F. Barnes, A. H. May, R. H. Dunaway, W. E. Behymer, Jewett, L. M. K., and Clinton High School. There is some diversity in the answers, but the following nicknames of the states named have the majority: Arizona, Land of Aztecs; Nevada, Sage Hen State; Oregon, Web-feet State; Idaho, Gem of the Mountains; New Mexico, Old Curiosity Shop; Washington, Chinook State; Montana, Stubbed Toe State; North Dakota, Flickertail State; South Dakota, Swinged Cat State.

Q. 306.—The northern part of Norway and Sweden is called the "Land of the Midnight Sun," because during summer in that region the sun's rays falling over the North Pole at midnight reach  $23\frac{1}{2}^{\circ}$  south of the North Pole.

R. H. DUNAWAY.

The querist must refer to Kilhorn peak which is situated in the northern part of Norway; it has a large perforation, at about three-fourths of its height, through which the sun shines *twice* each day

during the summer, once at *noon* and then again at *midnight*; the effect is extraordinary.

F. J. BECK.

To the same effect, P. H. Kuhn, J. H. Kaufman, A. H. May, Jewett, C. H. M. and Clinton High School.

Q. 307.—This epoch includes part of the "Era of Good Feeling" (1817–1823), during which time many adopted the name of Federal-Republican, to show their sympathy with the party in power. The party was soon divided into two wings again on the general lines of *strict* and *loose* construction. During the presidency of J. Q. Adams, his followers came to be known as National Republicans, while the others first known as "Jackson men" ultimately took the name Democrat. The former were the precursors of the Whig party which was no small factor as early as 1834. The Anti-Masonic Party existed from 1826 to 1834, and then merged in the Whig party.

F. J. BECK.

Answered also by Fee Naylor, A. H. May, C. E. Berridge, W. F. Eltzroth, Jewett, Clinton High School, C. H. M. and O. F.

Q. 308.—The percussion gun cap was invented by Mr. Forsyth, a clergyman of Belhelvie, Aberdeenshire, in 1807. Caps were not used with the earliest percussion arms, but became tolerably general between 1820 and 1830, and were adopted for the army by 1840.

F. J. BECK.

Q. 309.—The verb "work" is first person to agree with "I" and plural number to agree with "They and I." A verb with two or more subjects connected by *and* must be plural. A verb agrees in person with the subject nearest to it.

B. F. BARNES.

With this answer agree C. E. Berridge, F. J. Beck, W. E. Behymer, Clinton High School, and the Editor. Fee Naylor, R. H. Dunaway, C. S. Machwart, and J. H. Kaufman say first person, *singular*. According to this, we should say *They and I am working*. A. H. May and O. F. say *third person plural*.—Ed.

Q. 310.—4 ft. — 1 ft. = 3 ft., the altitude of an inscribed equilateral triangle. From this, the side is found to be 3.4641 ft., and area of the triangle 5.19615 sq. ft. The area of the circle represented by the wheel is 12.5664 sq. ft. 12.5664 sq. ft. — 5.19615 sq. ft. = 7.37025 sq. ft., area of three segments of the circle not included in the triangle; or 2.45675 sq. ft. in one segment, the part of the wheel in the mud, leaving .80449 of the wheel out of the mud.

F. A. STAHL.

Same result with some variations in method of solution by C. S. Machwart, G. G. Cole, A. A. Atkinson, J. H. Kaufman, J. C. McLain, C. E. Berridge, F. L. Klingler, F. J. Beck, A. H. May, W. F. Eltzroth, Fay I. Gardner, E. C. Hedrick, Jewett, and Clinton High School.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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### CLEVELAND SCHOOL SYSTEM.

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Recent legislation, making some very radical changes in Cleveland school management, goes into effect at once. Instead of a board of education of twenty members elected by districts, the new law provides for a School Council of seven members, elected at large, and a School Director, also elected by the people at large. The Council is a legislative body, the School Director is an executive officer. The School Director and members of the Council are elected for two years.

The School Director is to have an annual salary of \$5000, and must devote his entire time to the duties of his office. All acts of the Council involving the expenditure of money must be submitted to the School Director for approval, and can only take effect without his approval by a vote of four-fifths of all the members elected to the Council.

The Superintendent of instruction is appointed by the School Director, subject to approval and confirmation by the Council, and holds his office during good behavior. The Superintendent has the sole power to appoint and discharge all assistants and teachers authorized by the Council to be employed, and this not subject to approval or confirmation by any other power whatever.

These seem like drastic measures, but they are such as many of the best people of Cleveland have long felt to be needed. They certainly tend in the right direction, and the experiment will be watched with intense interest.

The following paragraphs, written some time before the action of the Legislature above referred to, but crowded out, are not inappropriate here as showing the drift of sentiment which led to the legislation :

President Cook, of the Cleveland Board of Education, in his annual report, displays more wisdom than we are wont to expect from men in his position. He takes the high ground that the choice of teachers, arrangement of courses of study, selection of text-books, and the supervision of the instruction and discipline of the schools, are all matters of a professional character and should not be undertaken by the board of education, except through its executive officers, the superintendent and his associates.

Most city boards of education are very jealous of their prerogative in these particulars, and count themselves fully competent, especially in the choice of teachers; and on this account it is the more gratifying when a man in President Cook's position comes under conviction of the truth and makes so good a confession. He maintains that "better results can be obtained by making the executive and the legislative departments of the Board separate and distinct," and that "the entire corps of teachers should be held responsible to the chief executive officer, the superintendent of instruction," and he is undoubtedly right.

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We need only direct the attention of our readers to Dr. White's article in our Primary Department this month. He very clearly marks out the golden mean in primary number work, as well as the chief ends to be aimed at. What can be done with children is not the criterion of what *ought to be done*, seems a very simple statement, but it ought to be well considered. It has an application to other school work besides number teaching.

We have other contributions on the same subject for which we can not make room this month. Mr. Williams's second installment of *Mensuration Made Easy* will appear next month. We have also, from Superintendent Shawan, of Columbus, an excellent report made by him of an interesting discussion, at the Brooklyn meeting of school superintendents, on the Rural School Problem, which we expect to print next month.

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### IMPORTANT SCHOOL LEGISLATION.

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The "Workman Bill" is now a law. As announced in our last issue, it passed the House with only two dissenting votes. Since that time, it came up in the Senate and was adopted, only two senators voting in the negative. The measure is to take effect and be in force from and after April 1, 1893.

By its provisions the office of local sub-district director is abolished, and the entire management of all the schools of the township is placed in the hands of the township board of education. The township board is to consist of the township clerk and one director elected for a term of three years from each sub-district. The board so constituted is empowered to build, enlarge, repair and furnish the necessary school-houses, purchase or lease sites therefor, provide all the necessary apparatus, provide fuel, build and repair fences, plant shade and ornamental trees, appoint a superintendent and assistant superintendents of the schools, a superintendent of buildings, teachers, janitors, and other employes, and fix their salaries or pay, and make all other necessary provisions for all the schools of the township. The township board of education will thus sustain to all the schools of the township about the same relation that the city board of education sustains to the schools in the various wards or districts of the city.

This is without doubt the most important piece of legislation affecting the country schools of Ohio since 1853. There is now no legal hin-

drance to the most complete organization and supervision of the schools of every township in the State. If the schools of any township are not speedily and efficiently organized and equipped, the people of that township will have only themselves to blame.

The time to elapse before the law goes into effect should be used in familiarizing all concerned with the spirit and purpose of the measure, and removing as far as possible objections and prejudices. If in connection with every county institute held the coming summer there could be a grand county mass-meeting in the interest of the country schools, the advantages of the new law could be explained, addresses might be made by influential citizens of the county, and something of the old time enthusiasm for popular education might be stirred up. At least, "Directors' Day" might be turned to account in the interest of the new law.

We feel like congratulating the school men of Ohio on the success of their efforts to secure township organization; for it must be conceded that the action of the present Legislature is the result of their efforts. The outcome is no less gratifying now because so long delayed. In this connection we may be excused for referring to a prediction we made three years ago. In chronicling the defeat of the Albaugh bill, we then said: "But the friends of good schools in Ohio must not despair. The darkest hour immediately precedes the break of day. *The present cumbersome, inefficient, double-headed, sub-district-township system of schools cannot much longer survive.* The younger states, profiting by our experience, all refuse to have anything to do with it; several of the older states, as Massachusetts, Pennsylvania, and New Hampshire, have thrown it off, and several others are now struggling to abolish it. *Ohio will yet adopt the township system and provide for better supervision of her country schools.*"

Another measure adopted by the present General Assembly is of considerable importance to the country schools. It is the embodiment in the statute of what is known as the "Warren County Plan." It provides for the admission into any of the high schools in the county of such pupils from the country and smaller village schools as pass a satisfactory examination in the common branches before the county board of examiners, the tuition fees to be paid by the district in which the pupil lives.

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### OHIO TEACHERS' ASSOCIATION.

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Cleveland is the place, June 28, 29, and 30 is the time, and the very excellent program provided by the Executive Committee is printed in this issue of the MONTHLY. Announcements concerning transportation, entertainment, etc., will be made later. But what a grand meeting we are to have! Read the program, think of the beautiful Forest City on the shore of Lake Erie, and hear what the Cleveland teachers are doing! Superintendent Day writes us that already more than *three hundred* (300) Cleveland teachers have given their names as members of the State Association for this year, with twelve large buildings to hear from which will in all probability run the membership in Cleveland alone well up



toward four hundred. Mr. Day says:— "No special urging has been necessary. We recognize the Association as *the* professional organization of our State, to which we with all other Ohio teachers owe allegiance. Many of these teachers who have become members will be absent from the city at the time of the meeting, but each has been promised a copy of the printed proceedings, whether present at the meeting or not."

This seems to us to have the right ring. What have the teachers of Cincinnati, Columbus, Dayton, Toledo, Springfield, Akron, Canton, Youngstown, Hamilton, Steubenville, Sandusky, Mansfield, and other places to say about it? With this spirit prevalent throughout the State, our Executive and Legislative committees would have no trouble in meeting necessary expenses. But what a grand meeting we are to have!

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### FREE TEXT-BOOKS.

The testimony of State Superintendent Dr. D. J. Waller, of Pennsylvania, on this subject, in his last Annual Report, is in accord with that of all others who have given the plan of free text-books a fair trial. Here is what he says:

"Free text-books, provided by the several boards, are the most satisfactory solution of the problem of uniformity of text-books, upon which the legislatures of many states have been engaged earnestly within the past five years. The advantages of uniformity are secured, without the disadvantages that attend other plans. The number of schools supplying free text-books has increased from 1,517 in 1890, to 1,908 in 1891.

Wherever they are supplied they come to be regarded as a necessity. They save money by diminishing first cost nearly one-third. They enable teachers to classify pupils readily and to begin the term's work promptly. They facilitate progress by enabling the teacher to change them whenever the interests of a pupil are promoted by a change, without fearing delay or displeasure among the patrons. Free text-books save money, and are a logical accompaniment of free schools. They put all pupils more nearly on an equality, and help to pave the way for compulsory education."

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### MARION, OHIO.

The editor enjoyed the pleasure of a visit with Superintendent Powell and his teachers at Marion, and a real pleasure it was. We had an invitation to attend a meeting of the Marion County Teachers' Association Friday evening and Saturday, March 11 and 12, and by going a day in advance, we had a delightful visit with Brother Powell and his family and saw nearly all of the Marion schools. Knowing pretty well Brother Powell's reputation as a superintendent, we were prepared to see good schools, but what we saw exceeded our expectations. It would be hard to find better schools than we found in Marion. The excellent spirit which prevailed, the good order, the easy and healthy control, and the intellectual activity were very noticeable and very commendable. Superintendent and teachers seemed to understand each other and to work in harmony. The corps of teachers numbers about thirty-five—all ladies.

The High School, under the principalship of Miss Kittie Smith, with two assistants, numbers about one hundred pupils. We spent more time here than in any other school, and were specially impressed with the good spirit and polite bearing of the pupils. To be in the intellectual and moral atmosphere of such a school is a good education.

There are two schools of the eighth year or A Grammar grade—one in each of two buildings, and with both we were highly pleased. In each we gave a little test in U. S. History, asking the pupils to build up a scheme of ten pivotal dates and give reasons for the choice of each date. They entered into it at once with spirit, and in a short time they settled upon the following as the first five: 1492, 1607, 1620, 1763, and 1776. The time having expired, the pupils agreed to complete the scheme later and report by mail; and we shall be glad to report to our readers.

The good things we saw are too many to enumerate. We spent altogether a day and a half in the schools and completely forgot for the time the toil and care of the daily grind.

Friday evening, the Presbyterian church was well filled with teachers and citizens, who gave heed for an hour and a half to a discussion of "My Educational Creed." The "Teachers' Quartet" furnished the music.

The meeting on Saturday was not large. The weather was somewhat stormy and the roads very rough. Miss Kirkpatrick read an excellent paper on the "Advantages of Written Work." A spirited discussion followed. W. V. Smith read a strong paper on "Literature in Schools." This also was discussed.

We left at noon and have no report of the afternoon session, save that Supt. Shawan came from Columbus according to appointment, and it is safe to say that all he did and said was profitable to those that saw and heard.

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### MR. HARRISON'S CRITICISM.

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MT. AUBURN, CINCINNATI, O., March 4, 1892.

MY DEAR DR. FINDLEY:—I have just read your late editorial criticism on the statements of Mr. Frederic Harrison, of England, in the *Forum*; and it occurs to me that you may not have duly noticed that Mr. Harrison is condemning the excessive mechanism and system of the *English* schools. Mr. Harrison has the leading English scholars and educators back of him, and while there may be some exaggeration in his statements, they call for a most important reform in school management in England.

You have doubtless noticed that the most thoughtful educators in this country are protesting against the sacrifice of education to "uniformity" and "system" in the graded schools in our cities? What is now needed is to put *the best interests of the pupils* above the demands of uniformity and system. The abuse of system in school administration gives us the "School Machine" and "Machine Supervision"—too common obstacles in the way of true school progress.

It will not do to shut our eyes to the serious evils that attend the administration of graded schools; but practical remedies for these evils must be earnestly sought and faithfully applied. I am not ready to go as far in the direction of non-system as Mr. Harrison, or of non-uniformity as President Eliot, of Harvard University, but I do unite with them in protesting against the sacrifice of the highest good of pupils on the altar of system and uniformity, and in this protest I am sure that the OHIO EDUCATIONAL MONTHLY heartily joins. There is a golden mean between no system, with resulting chaos, and all system and no spontaneity or freedom. Most truly yours, E. E. WHITE.

In his closing sentence, Dr. White indicates exactly the position of the MONTHLY. We have no word in defense of "the abuse of system in school administration" which sacrifices the best interests of the pupils to an ideal uniformity. On the other hand, we are not in sympathy with those who, like Frederic Harrison, would have us "wipe all out and begin afresh." We are not in favor of tearing down the house that now shelters us, until pretty well assured of our ability to build a better one.

The tendency among educators to rush recklessly from one extreme to another should be checked. It impairs public confidence and hinders true progress. In our efforts to destroy the tares, we should see to it that we do not pull up the wheat.

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### SCHOOL COMMISSIONER'S REPORT.

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The Thirty-Eighth Annual Report of the Ohio State Commissioner of Common Schools, for the school year ending August 31st, 1891, has been filed with the Governor. When printed it will make a volume of about 300 pages. Besides the usual statistical matter, the Report contains a discussion of school supervision in its various phases, concluding with an appeal for legislation to provide efficient supervision, county superintendency being advised. In connection with the discussion of the school book law, the statement is made that by its operation the first year one million dollars will be saved to the people in the cost of school books. University extension is commended, the plan is explained and the main features of the work as actually carried on are given. The question of free text-books is discussed, the arguments for and against being presented, together with opinions of competent judges. The Commissioner reports having addressed teachers' institutes in 38 counties in July and August, and having addressed other educational gatherings, making the whole number of counties visited in the eight or nine months of his official term fully fifty.

The appendix of the Report will contain all recent laws pertaining to schools, an account of the plan and work of Ohio State University, the School Book Board's complete list of books, Supt. Ross's Chautauqua paper on Free Text-books, Dr. C. W. Bennett's paper on Supervision, addresses of Eulogy on Dr. Hancock delivered at Chautauqua last summer, and a short eulogy on the late Dr. Harvey. The Report will undoubtedly be one of unusual interest and value.

**PROFESSIONAL CANDOR.**

There is a very expressive name for the lawyer who willfully "nurses" his cases,—that is, unnecessarily prolongs them for the sake of increasing the number of his clients and thus extorting unreasonable fees. For the physician who will for selfish purposes hold out inducement to hopeless cases, there is bestowed a merited contempt as expressed by an equally emphatic name. In each of these professions it is recognized by all who are worthy of the titles they bear, that it is the duty of the honorable man to express candidly his conviction to the client or the patient. Is there no professional code which binds the teacher to be equally honest with his pupil? If the measure of the teacher's success is simply his ability to keep pupils in school regardless of the result to the pupil, it would seem as if there were quacks among teachers as well as in other professions.

We do not hesitate to say that it is not desirable for every child to complete the course, even in the public school, much less to pursue studies in higher institutions of learning. It may be said that the teacher cannot predict the future of the child, that we have no right to discourage the one who is seeking to go further in education. True, but there are some things which are reasonably certain, and the teacher can often discern the motives of his pupil and may have reasonable assurance that the purpose of the child in pursuing this or that course of study will assuredly result in disappointment.

Take a few typical examples. The young man who has passed his majority, who has had the opportunity of pursuing studies in the common schools, and yet who has only a meager knowledge of his own tongue, who cannot write an intelligible letter, who can scarcely compute the simplest problems, and yet thinks that in some mysterious way he can pursue a higher course of study and thus learn to live without work, had better be warned at once that all his hopes are vain and that the best policy for him is to seek some vocation where there is for him a reasonable prospect of success. I once knew a young man who could scarcely sing the simplest tune, yet he was for years infatuated with the conviction that his vocation was that of a teacher of vocal music. After many years of disappointment he was compelled to choose another business. The one who could have turned him aside from his cherished purpose ten years earlier would have been his true friend.

Take another instance. A boy sixteen years old who has passed through nearly all the grades of a good public school and yet cannot read correctly the simplest English—that is, cannot correctly call the words of the simplest sentence in their correct order, thinks that he would do well to learn short-hand and become a reporter. The boy has many good traits, and there are fields in which he can be successful, but if there is anything certain in this world it is that he could not succeed as a reporter.

A young lady with no literary taste has been lingering in the high school for years, the despair of her teachers. If she has any clear ideas of the subjects taught there she has never learned to express them. Is

the teacher justified, who for the sake of having one more on graduation day holds out to such a pupil the hope of her ever becoming a teacher? Then there are others who have no love for books or for letters, who only attend school to evade work. For them the upper grades of the public schools or the college classes give nothing but a training in vagrancy. They may "fit" such pupils to become loafers, but not useful men. When the school ceases to be a place of honest, hard, and not mere perfunctory work to any pupil, to him at least it ceases to be a blessing.

MARTIN R. ANDREWS.

*Marietta, Ohio.*

Professor Andrews touches a matter which has been much in my mind. There is great waste in education. High-school teachers, especially, waste a great deal of time and effort in trying to make of some young people that for which the stuff was never designed. I have known girls not a few to waste time over studies for which they lacked capacity, which might have been spent to far greater advantage in learning at home to be good industrious housekeepers. And I have known some hundreds of boys who wasted precious time in dawdling at school or college, which ought to have been spent in acquiring some useful handicraft. But there is a practical difficulty. Who knoweth whether will prosper this or that? Upon parents rests the greater weight of responsibility.

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## STATE CERTIFICATES FOR TEACHERS.

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The Ohio State Board of Examiners issues the following circular of information to persons desiring to become applicants for a State Certificate :

The Board will hold two meetings for examination during the year 1892. The first will be held in Cleveland, Ohio, on Thursday, June 30th, beginning at 8:30 A. M., and continuing July 1st and 2d. The second will be held in Columbus, Ohio, on Tuesday, December 27th, beginning at 8:30 A. M., and continuing December 28th and 29th.

Under the law, the Board can issue none but Life Certificates. For the present, the Board will issue but *two* grades of certificates, viz : Common School and High School.

Applicants for a Common School Certificate will be examined in Orthography, Reading, Writing, Arithmetic, Algebra, Geography, English Grammar and Composition, History of the United States, General History, English Literature, Physiology and Hygiene, Physics, Theory and Practice of Teaching, and such other branches, if any, as they may elect.

Applicants for a High School Certificate, in addition to the above-named branches, will be examined in Geometry, Rhetoric, Civil Government, Psychology and its applications to teaching, and two branches selected from the following : Chemistry, Botany, Zoology, Geology, Astronomy, Trigonometry and its applications, Logic, Latin, Greek, German, and Political Economy.

Applicants for a certificate of either grade must file with the Clerk of the Board, at least *thirty days* before the date of examination, satisfactory testimonials that they have had at least *fifty months'* successful experience in teaching. These testimonials should be from educators well known to the Board, or from other competent judges of school work.

The holder of a Common School Certificate may receive a High School Certificate by passing examination, at one meeting of the Board, in all the additional branches, as above stated, and furnishing satisfactory evidence of continued success in teaching.

No branch will be added to a Common School Certificate after the date of its issue; but, when issued, such certificate shall name the additional branches, if any, upon which the applicant has passed a satisfactory examination.

Eminent attainments in any particular line of study will receive due consideration in determining an applicant's qualifications.

As an essential condition of granting a certificate of either grade, the Board will require evidence that the applicant has had marked success as a teacher, and has a good knowledge of the science and art of teaching.

Each applicant for a certificate shall pay to the Board of Examiners a fee of five dollars; and the Clerk of the Board shall pay to the State Treasurer all fees received.

Address all inquiries to the Clerk of the Board,

JAMES W. KNOTT, Columbus, Ohio.

## FORTY-SIXTH ANNUAL MEETING OF THE OHIO TEACHERS' ASSOCIATION,

At Cleveland, Ohio, June, 28, 29, 30, 1892.

### PROGRAM.

#### SUPERINTENDENTS' SECTION.

Tuesday, June 28.

#### MORNING SESSION.

INAUGURAL ADDRESS,

W. R. Comings, Ironton.

DISCUSSION:—Supt. D. J. Snyder, Reynoldsburg; Dr. J. M. Davis, Rio Grande; Supt. C. W. Williamson, Wapakoneta; Supt. D. E. Cowgill, Delaware; Supt. F. J. Roller, Niles.

PAPER:—What subjects should be taught below the High School?

Supt. E. S. Cox, Chillicothe.

DISCUSSION:—Supt. J. W. MacKinnon, London; Supt. H. Mertz, Steubenville; Supt. C. W. Butler, Defiance; Supt. J. P. Cummins, Clifton, Cincinnati; Supt. Sebastian Thomas, Ashland; Supt. F. G. Shuey, Camden.

#### AFTERNOON SESSION.

PAPER:—How can the Office of State School Commissioner be Increased in Power and Efficiency? Dr. J. J. Burns, Canton.

DISCUSSION:—Hon. C. C. Miller, Hamilton; Supt. C. W. Bennett, Piqua; Dr. Samuel Findley, Akron; Dr. John McBurney, Cambridge; Supt. J. A. Shawan, Columbus.

REPORT OF COMMITTEE:—How a larger percent of our boys can be held in our High Schools. Dr. S. F. Seovel, Chairman, Wooster.

DISCUSSION:—Supt. E. B. Cox, Xenia; Prin. I. N. Keyser, Ironton; Supt. F. M. Hamilton, Bucyrus; Supt. E. Ward, New Bremen; Supt. Edward Merriek, Wilmington.

Report of Committee on Constitution, Dr. J. J. Burns, Chairman.

GENERAL ASSOCIATION.

Wednesday, June 29.

MORNING SESSION.

INAUGURAL ADDRESS, Supt. W. J. White, Dayton.

DISCUSSION:—Supt. Elias Fraunfelter, Akron; Supt. John Simpeon, Mansfield; Supt. Thomas Vickers, Portsmouth; Supt. J. E. Kinnison, Jackson; Supt. J. L. McDonald, Wellsville; Supt. Morris Bowers, Pomeroy.

PAPER:—What Constitutes Satisfactory Normal Training and How can it be Secured? Mrs. Carrie N. Lathrop, Cincinnati.

DISCUSSION:—Miss Margaret W. Sutherland, Columbus; Miss Ellen G. Reveley, Cleveland; Prof. Warren C. Darst, Ada; Miss E. Kate Slaght, Dayton; Supt. W. H. Mitchell, Monroeville.

AFTERNOON SESSION.

PAPER:—Is the Utilitarian Tendency Detrimental to the True Ends of Education? Supt. E. F. Warner, Bellevue.

DISCUSSION:—Supt. E. A. Jones, Massillon; Supt. R. E. Rayman, Logan; Prin. F. R. Dyer, Salem; Prin. E. R. Booth, Cincinnati; Supt. F. S. Coultrap, Nelsonville; Miss Mabel Donneley, Middletown.

PAPER.—Township Organization and Supervision. Prin. Harvey E. Smith, Marietta.

Report of Legislative Committee. Supt. F. Treudley, Youngstown.

DISCUSSION:—Supt. H. M. Parker, Elyria; Supt. C. C. Davidson, Alliance; Supt. F. M. Ginn, Clyde; Supt. W. W. Donham, Forgy; Supt. H. V. Merrick, Cadiz.

EVENING SESSION.

ANNUAL ADDRESS, Hon. M. E. Ingalls, Cincinnati.

Thursday, June 30.

MORNING SESSION.

PAPER:—The Relation of Ohio Schools to Ohio Colleges, Dr. C. F. Thwing, Cleveland.

DISCUSSION:—Prof. J. H. Chamberlin, Marietta; Supt. J. H. Snyder, Tiffin; Dr. E. W. Coy, Cincinnati; Supt. F. G. Cromer, Greenville; Dr. T. P. Marsh, Mt. Union; Supt. W. A. Saunders, Bryan.

PAPER:—The Relation of the Teacher and the Parent to the School. Prin. George F. Sands, Cincinnati.

DISCUSSION:—Prin. John K. Baxter, Mt. Vernon; Supt. James Duncan, Bridgeport; Supt. E. W. Wilkinson, Linwood; Mrs. A. C. Newsom, Gallipolis; Miss Bessie Charles, Eaton; Supt. D. F. Mock, West Salem.

## AFTERNOON SESSION.

**PAPER:**—How may the Study of Psychology be made most Effective for the Improvement of the Teaching of the State?

Dr. W. H. Scott, Columbus.

**DISCUSSION:**—Supt. W. D. Lash, Zanesville; Supt. E. P. Dean, Kenton; Prof. Elias Compton, Wooster; Supt. J. A. McDowell, Millersburg.

## READING CIRCLE.

Report of Secretary and Treasurer,

Supt. Chas. Hauptert, New Philadelphia.

Presentation of Diplomas,

Mrs. D. L. Williams.

Report of Committee on Necrology,

Supt. A. B. Johnson, Avondale, Chairman.

Memorial Paper on the life and services of Dr. T. W. Harvey,

Supervisor E. F. Moulton, Cleveland.

Followed by short addresses by Dr. Reuben McMillan, Dr. R. W. Stevenson, Dr. J. J. Burns, Mr. C. S. Ragg, Hon. John Ogden, Hon. M. D. Leggett and Hon. D. F. DeWolf.

A Memorial Paper on the Life and Services of Chas. Durbin,

Supt. L. D. Bonebrake, Mt. Vernon.

Short addresses by others.

M. E. HARD, *Sec. Ex. Com.*

## O. T. B. C.—TREASURER'S REPORT.

DEAR EDITOR:—Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my report in January:

Mrs. Sarah E. Williams, Hillsboro, Highland Co.....	\$ 50
John Davison, Elida, Allen Co.....	3 00
W. W. Donham, Forgey, Clark Co .....	1 50
David Filley, Antwerp, Paulding Co.....	8 00
Hortense Brooks, Columbus, Franklin Co.....	4 00
W. S. Lynch, Shaucks, Morrow Co.....	2 75
Louise Kanmacher, Columbus, Franklin Co.....	15 00
Bert Holmes, Columbus Grove, Putnam Co.....	25
Fee Naylor, Locust Grove, Adams Co.....	1 50
G. W. Brumbaugh, Brookville, Montgomery Co.....	8 00
Oral Boyd, Quaker City, Guernsey Co.....	25
E. C. Eikenberry, El Dorado, Preble Co.....	3 25
Mary Mulligan, Columbus, Franklin Co.....	3 00
Annie R. Miller, Findlay, Hancock Co.....	3 50
Julia E. Hughs, West Unity, Williams Co.....	1 25
A. W. Gamble, Versailles, Darke Co.....	75

Total..... \$56 50

CHAS. HAUPTERT, *Cor. Sec'y and Treas.*

*New Philadelphia, Ohio, March 2nd, 1892.*

A recent "Bulletin" of the Bureau of Education at Washington indicates that about half the States of the Union are moving in the matter of state educational exhibits at the World's Columbian Exposition next year. Ohio is not included. What is Ohio going to do about it?



## EDUCATIONAL INTELLIGENCE.

—The teachers of Delaware, Morrow, Licking and Knox counties held a joint meeting at Centerburg, March 5.

—A normal term of six weeks will open at North Fairfield, Huron Co., July 11, to be conducted by A. Ernsberger.

—The high school at Lake, Stark county, W. B. Carter, teacher, graduated a class of 5 boys and 3 girls, March 18.

—C. S. Coler has been elected principal of the Sandusky High School for the remainder of the presentschool year, at a salary of \$100 a month.

—The thirty-seventh annual commencement exercises of the National Normal University (spring division) were held March 25—41 graduates.

—The teachers of Muskingum county held a meeting in Gold Hall, Zanesville, March 26, with a very full program, there being *twenty* different numbers.

—The Wadsworth schools, under Supt. F. M. Plank, are in a prosperous condition. The high school has 63 pupils, with eighteen seniors and nineteen juniors.

—The schools of Jewett, Harrison county, are prospering under the direction of Mr. T. C. Price. The high school department has a four-years course of study.

—A summer school for teachers is announced to open at Yellow Springs May 31, and continue six weeks, with M. J. Flannery, W. C. Wilson, and G. A. Hubbell as instructors.

—The schools of Jackson, Ohio, have an enrollment of 1,200 pupils, with a corps of 22 teachers. The superintendent, J. E. Kinnison, is now in his eleventh year in that position and has a salary of \$1,500. He is also a member of the board of county examiners.

—Supt. J. H. Snyder reports from Tiffin as follows: "Our city has had an attack of a patriotic nature. On Feb. 22nd, we unfurled flags over our five school buildings, and the University students followed the example of the younger students in the public schools by raising above their building a fine flag. It was truly a grand day for Tiffin."

—The American Sunday-School Union offers *one thousand dollars* in two premiums: \$600 for the best book, and \$400 for the next best book, written for the Society on "The Christian Nurture and Education of Youth for the Twentieth Century." The manuscripts must be submitted to the committee on or before October 1, 1893. Address American Sunday School Union, 1122 Chestnut Street, Philadelphia, Pa.

—The executive committee of the National Educational Association report encouraging progress in all the arrangements for the meeting at Saratoga, N. Y., July 12-15. The Bulletin of the Association is expected early in April, giving outline programs for the various departments and detailed information concerning railroad and hotel rates, excursions, etc., etc. All indications point to a large attendance. Supt. E. B. Cox, Xenia, is state manager for Ohio.

—At the superintendents' and teachers' "round table" held at Crestline, February 19 and 20, there were representatives present from Tiffin, Galion, Fostoria, New Washington, Mt. Gilead, Cardington, Bucyrus, Caledonia, Shelby, Shiloh, Leesville, and other places. The discussions were entirely informal but animated and profitable. The organization is expected to be permanent. Supt. J. J. Bliss, of Crestline, was chosen president, and J. F. Kimerline, secretary, for the ensuing year, and the next meeting was appointed to be held at Tiffin in October next.

—The Wayne County Teachers' Association and all the local Reading Circles in the county met at Orrville, Jan. 30th, about sixty teachers being present. Excellent papers were read as follows: "Free Text-Books," Supt. J. S. Miller, Shreve; "Township Supervision," T. S. Orr, Dalton; "State Normal School," Supt. D. F. Mock, West Salem; "Methods in Teaching," Prof. English, Smithville; "What and How to Read," Supt. T. S. Lowden, Fredericksburg; "Novels," Dr. W. S. Eversole, Wooster. Music was furnished by pupils of the Orrville High School. The meeting was an exceptionally good one and was highly appreciated by all in attendance.

ALICE CULLY, Sec.

—Adams county in line. Last August, at our county institute, we arranged to organize the country schools of our county after the "Warren County Movement" with a few modifications, and on March 12th, we held our examination in the townships. The Central Committee made its report March 19th, and we are pleased to announce that Adams county will graduate 118 boys and girls from the country schools. The commencement exercises will be held at West Union, the county seat, on Thursday, May 26. Although we have but a six months' term in most of our schools, we were pleased to discover that the work had been done thoroughly, and that no little attention had been given to neatness and language. Long may the "movement" move.

J. W. JONES.

—The Tri-County Association (Wayne, Ashland, and Medina) held its winter meeting at Smithville, Feb. 12 and 13. The attendance was quite large and the sessions were interesting.

The lecture Friday evening by Dr. A. E. Winship, of Boston, was delightful. He has probably made as thorough a study of the needs and requirements of the American boy as any other educator.

The Saturday exercises were interspersed with music by the pupils of the Smithville Normal Academy. Supt. J. L. Wright, of Orrville, presented a well written paper on "School Government."

The topics, "Free Text-Books for all Pupils," "Should teachers be compelled by law to attend the institute?" and "Should the certificates given by the examiners of one county be honored in other counties, and how much?" provoked lively discussion. The spring meeting will be held in Ashland county sometime in May.

MARIE T. SMITH, Sec.

—The third bi-monthly meeting of Clark County Teachers' Association was held at Springfield, Feb. 27. The attendance was large and the meeting enthusiastic. J. O. Griffith, Beatty, presented a paper on "Ways and Means in History;" a symposium, "Graduation from the

Country Schools," by D. Ebersole, Donnelsville, J. R. Clarke, North Hampton, and Miss Tee F. Baker, Enon, occupied a prominent place on the program; Miss Tillie Schaible, of South Charleston High School, assisted by six of her pupils who recited appropriate selections, gave a unique treatment of "Holidays and Memorial Days." Supt. J. A. Shawan, of Columbus, talked on "Present Legislation," and Commissioner-elect Corson and Supt. E. B. Cox, of Xenia, who happened in, made inspiring addresses. Resolutions favoring the Workman and Boxwell bills were unanimously adopted. The Central Committee reported a course of study for the county, which was adopted, and committees were appointed to secure its adoption by the Boards of Education.

E. M. V-C.

—THE WESTERN OHIO SUPERINTENDENTS' ROUND TABLE held another "memorable" meeting at Dayton, March 10, 11, and 12. Of the fifty topics, only about one-third were taken up, but these were discussed quite thoroughly. A stenographic report, even, could not convey the full meaning of these discussions, and the estimation in which they are held is indicated, in a measure, by the disappointment expressed by some who were unintentionally overlooked by the executive committee in sending out the notices of the meeting.

The sessions were held in the large and convenient parlor of the Phillips House. The meeting on Thursday evening was called to order at 7:45 o'clock by Pres. Chaney, of Washington, C. H. The leading theme of the evening was, "Recent and Proposed School Legislation." O. T. Corson and C. C. Miller were appointed a committee and submitted later the following resolution which was duly adopted:

*Resolved*, That we most heartily endorse the action of the Legislature of Ohio in enacting the Workman Law, relating to township organization, and the Boxwell Law, providing for graduation from the sub-district schools.

The superintendents present were exhorted to do their utmost to create a public opinion in favor of these laws. On motion, Mr. Corson was made a committee of one to convey to the Legislature the unanimous desire of the superintendents of Western Ohio that a commission be appointed to investigate the needs of the country schools.

After a discussion of the subject of Arbor Day, the following was adopted:

*Resolved*, That we recommend that a date not earlier than April 29th be selected for Arbor Day, and that the Governor be requested to issue his proclamation accordingly. Respectfully submitted,

C. W. BENNETT, E. B. COX, O. T. CORSON, *Committee*.

Topic 13, "President Eliot and the Grammar School Course," elicited a very interesting discussion on Friday afternoon, and on motion it was made a special order for the evening session, when the paper was read to the association and thoroughly discussed. The prevailing opinion seemed to be that some of the suggestions made by Pres. Eliot were utterly impracticable in the public schools, that some of the reforms advocated would be accomplished, and that the discussion called out would do much good.

The exercises of the evening were enlivened by the delineation of "The Georgia Preacher," by Supt. W. H. Cole, and Mr. John C. Ridge treated the Association to "The Cider Mill."

A larger number of superintendents than usual remained for the Saturday morning session, and much fuller reports of the discussions appeared in the daily press.

The following officers were elected for the next meeting, which is to be held at Lima next fall.

*Pres.*, A. B. Johnson, Avondale; *Secy.*, W. W. Weaver, Napoleon; *Treas.*, W. McK. Vance, Urbana; *Ex. Com.*, M. A. Yarnell, Sidney, B. B. Harlan, Middletown.

The roster shows an attendance from all over the western half of the State. N. H. Chaney, Washington, C. H.; M. A. Yarnell, Sidney; J. T. Bartmess, Tippecanoe City; R. W. Mitchell, Alpha; C. W. Bennett, Piqua; Hampton Bennett, Franklin; E. B. Cox, Xenia; W. U. Young, West Carrollton; F. G. Shuey, Camden; F. Gillum Cromer, Greenville; L. I. Morse, St. Paris; M. J. Flannery, Jamestown; J. M. Hall, Ottawa; J. E. Ockerman, Batavia; J. M. Reason, West Liberty; C. C. Miller, Columbus; H. L. Yount, Bradford; J. F. Keating, Conover; J. C. Gibney, Ft. Recovery; J. T. Tuttle, Dayton; B. B. Harlan, Middletown; F. S. Alley, Ripley; Wm. Beachler, Brookville; W. McK. Vance, Urbana; W. H. Lilly, Van Wert; A. B. Johnson, Avondale; J. F. Fenton, Germantown; S. S. Gabriel, Osborn; John C. Ridge, Cincinnati; J. M. Greenslade, Lima; O. T. Corson, Cambridge; J. D. Simkins, St. Mary's; W. H. Cole, Marysville; W. J. White, Dayton; G. A. Hubbell, Fairfield; H. C. Ditmer, Potsdam; H. L. Frank, Fostoria; A. L. Belch, Columbus Grove; J. C. Britton, Fletcher; G. W. Brumbaugh, Brookville; R. P. Mercer, Dayton; W. W. Weaver, Napoleon; E. L. Thomas, New Paris; J. M. Mulford, Mechanicsburg; J. A. Shawan, Columbus; J. W. Mackinnon, London; J. P. Sharky, Eaton; J. M. Bunger, Union City; W. C. Wilson, Bellbrook; W. A. Saunders, Bryan.

M. A. YARNELL, *Sec.*

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### PERSONAL.

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—Supt. J. H. Snyder, of Tiffin, has been unanimously re-elected for a term of three years. Salary, \$1,800.

—Prin. C. A. Krout, of the Tiffin High School, has been unanimously re-elected for a term of two years. Salary, \$1,100.

—Dr. E. E. White spent part of the month of February in delivering three courses of lectures at Michigan University, Department of Pedagogy.

—Miss Kate Cranz, instructor in French and German, Ohio University, Athens, sailed for Paris in March, not to return until the opening of the fall term. This is her second trip abroad.

—Dr. E. T. Nelson, O. W. U., (Delaware), sailed for Europe, last of March, with a view to spending a few months in study at one of the English Universities. He expects to return about the last of July.

—Hon. C. C. Miller expects to resign the office of State Commissioner of Common Schools as soon as his annual report is printed, for the purpose of devoting himself wholly to the superintendency of the Hamilton schools.

—Supt. P. W. Search, of Pueblo, Col., recently visited his parents at Marion, Ohio, on his return from a tour of inspection of schools in eastern cities. His board of education gave him indefinite leave of absence and \$250 to pay expenses. A portion of the time we recently spent in visiting the Marion schools was in company with Mr. Search. His general verdict is that the best schools are not found in the largest cities.

—Dr. J. P. Gordy, Professor of Psychology and Pedagogics, Ohio University, has recently declined the offer of a position in the University of Illinois, preferring to remain at Athens. He has, however, been granted leave of absence during the Spring term, with a view to an extended lecture tour through the West. He will also visit some of the larger libraries in search of material for a volume on U. S. history.

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### BOOKS.

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*Bowser's Academic Algebra*, published by D. C. Heath & Co., Boston, is characterized by clearness and accuracy of definition and illustration, logical arrangement, and carefully graded exercises and problems for practice, adapting it alike to the wants of those who can take only a limited course and those who wish to prepare for more extended study.

*Shakespeare's Tragedy of Hamlet*, a study for Classes in English Literature. By Carroll Lewis Maxcy. Ginn & Co., Boston.

Neat, convenient, and well edited. Discriminating explanatory notes follow each act, and at the end of the volume are carefully prepared and suggestive questions and observations on each scene, together with judicious selection of familiar passages.

Ben Johnson's *Timber, or Discoveries Made Upon Men and Matter*. Edited, with Introduction and Notes, by Felix E. Schelling, Professor of English Literature in the University of Pennsylvania. Ginn & Co., Boston.

Ben Johnson ranks next to Shakespeare among the great Elizabethan dramatists. His writings combine wit, fancy, and solid learning. In the "*Discoveries*," he appropriates to his own use from his reading "the literary spoils of all the ages," forming a kind of commonplace book of aphorisms stamped with his own powerful individuality. An exhaustive analysis precedes and copious notes follow the text.

*An English Grammar for the Higher Grades in Grammar Schools*, by Mrs. Sara E. H. Lockwood, is an adaptation of Whitney's "Essentials of English Grammar" to pupils not sufficiently mature to use the original work advantageously. The directness, simplicity and common sense which characterize the "Essentials" are quite manifest in this book also, while there are more copious exercises for practice, a more elementary treatment of some subjects, and a topical arrangement better adapted for younger minds. The facts concerning present approved usages of the English language are collected, arranged, and clearly set forth.

*Number Lessons.* A book for Second and Third year Pupils. By Charles E. White, Principal Franklin School, Syracuse, N. Y. Boston: D. C. Heath & Co. 1892. 45 cents.

In 200 pages are contained exercises, problems, sight work, drill work, test work, etc., supposed to be sufficient for a two years' course. The book in the hands of the pupils is designed to avoid the evils of constant use of the black-board in number work.

*Chase & Stuart's Cæsar de Bello Gallico.* A New Revised and Illustrated Edition, with Explanatory Notes, Maps and a Vocabulary. Philadelphia: Eldredge & Brother. Price, \$1.00.

There is probably no more desirable edition of this standard Latin text than the Chase and Stuart edition. The clearness, conciseness and adaptation of the notes, the fullness of references to the leading grammars, the beauty of typography, the strong and handsome binding with red edges, and the convenient form and size make it every way a most desirable text-book.

*The First Four Books of Xenophon's Anabasis.* With Notes, etc., etc. By Drs. Wm. W. Goodwin and John Williams White. Boston: Ginn & Co.

The special feature of this edition of a well-known text-book is the addition of an *Illustrated Dictionary* made from the Anabasis itself by an examination of all the places in the text where each word occurs. Prominence is given to the meanings each word has in the Anabasis, each meaning or group of meanings being illustrated by citations from the text. Paper, typography and binding are all that could be desired. The combination of text, notes and dictionary in one volume is a convenience to the student.

*Madame Therese.* By Erckmann-Chatrion. Edited and annotated by George W. Rollins, Master in the Boston Latin School. Ginn & Co., Boston.

Erckmann and Chatrion have been called the "novelists of republicanism, the panegyrists of the French Revolution." They lived and worked together. Much that they have written is a joint product. Together they planned, mapped out; then what one wrote the other revised—sometimes rewrote. "Madame Therese" is deemed one of their best novels bearing upon the events of the First Empire and the French Revolution. This edition is designed for English-speaking students of the French language and literature.

Macaulay's *Lays of Ancient Rome* and Rolfe's edition of Scott's *Lady of the Lake* are two recent numbers of the "Riverside Literature Series," published by Houghton, Mifflin & Co., Boston. In paper, uniform with other numbers of the series, adapted for literature classes and for supplementary reading.

*Primary Speaker for First and Second Grades,* compiled by Mary L. Davenport, Primary Department of Marquette, Mich., public schools, and published by Henry R. Pattengill, Lansing, Mich., is a choice collection of pretty little "speeches" for the little tots. Price 25 cents.

*Psychology applied to the Art of Teaching.* By Joseph Baldwin, A. M. LL. D., Professor of Pedagogy, University of Texas; author of "Art of School Management" and "Elementary Psychology." D. Appleton & Co., New York, 1892.

The "International Educational Series" grows apace, this volume being number XIX of the series, with more to follow. Some notion of the character of this book may be gained from its heads or divisions: Education of the Perceptive Powers; Education of the Representative Powers; Education of the Thought Powers; Education of the Emotions; Education of the Will Powers; The Art of Teaching. For forty years the author has given these chapters as lessons to classes of teachers, revising and remodeling them from time to time by the light of experience and criticism. The "suggestive study hints" at the close of many of the chapters will prove helpful to the student. Graphic illustrations, diagrams and outlines throughout the work are also a valuable feature.

### MAGAZINES.

In the *Atlantic Monthly* for April, William Henry Bishop begins an interesting series entitled, "An American at Home in Europe," in which life abroad is described in lively style. Antoinette Ogden's Drive through the Black Hills contains racy sketches of Indian habits and character and is worth a careful reading. Judge Cooley, of Michigan, has a thoughtful and timely paper on "The Federal Taxation of Lotteries." "Admiral Farragut," by Edward Kirk Rawson, "American Sea Songs," by Alfred M. Williams, and "The Limit in Battle Ships," by John M. Ellicott, will interest lovers of things nautical. There are several chapters of fiction, book reviews, etc., making, altogether, a number fully up to the high standard this favorite magazine has long maintained.

The April number of the *North American Review* contains articles on Patriotism and Politics by Cardinal Gibbons; on the Olympian Religion by Mr. Gladstone; on the Negro Question by Thomas Nelson Page; on Michigan's Presidential Electors by the Governor of Michigan; on The Free Zone in Mexico by the Mexican Minister; on the Modern Cart of Thespis by the comedian, W. H. Crane; on Money and Usury by Henry Clews; on Typhus Fever by Dr. Cyrus Edson; on Reciprocity and the Farmer by Hon. Hilary Herbert, Chairman of the Committee on Naval Affairs; on French Girls by Mme. Adam; and on Immigration by the Hon. John B. Weber, United States Inspector of Immigration, and Charles Stewart Smith, President of the New York Chamber of Commerce.

*Scribner's Magazine* for April contains the beginning of two important series. The first is entitled the "Poor in Great Cities." It is designed to embody the results of practical experiments by men and women of large experience and profound study of conditions. London, New York, Paris, Boston, Chicago, and Naples are among the cities to be represented in the series; and the list of authors includes Walter Besant, Joseph Kirkland, Hon. Oscar Craig, President of the State Board of Charities; Jacob A. Riis, author of "How the Other Half Lives;" Madame Mario, and other authorities. The introductory article of the series

describes "The Social Awakening in London," and is by Robert A. Woods, author of the notable book "English Social Movements."

The second series which is begun in this issue is entitled "Historic Moments," the aim of which is to give brief pen-pictures of important events in politics, history, and invention, by eye-witnesses and participants in them, thus preserving in brief compass what it is hoped may be valuable historical material, as well as very interesting reading. The first article is entitled "The Impeachment Trial," and is by Edmund G. Ross, ex-Senator from Kansas, who was one of the seven Republican Senators who voted "Not Guilty" with the Democrats and so secured the acquittal of President Andrew Johnson.

Besides these are other articles—biography, description, fiction, etc. The number is finely illustrated.

Frederick L. Hoffman contributes a striking paper on "Vital Statistics of the Negro," to the April *Arena*. Mr. Hoffman argues that the death rate of the colored race is far greater than the birth rate, and employs exhaustive tables of statistics to prove his position. The paper is able and will doubtless awaken much interest. Another interesting paper in this issue is by Alfred Post, of Boston. It is a charming presentation of the new world language, Volapuk, what it is, and what it is destined to accomplish. Rev. George St. Clair contributes a carefully prepared paper on what he is pleased to term "Rational Views of Heaven and Hell." Dr. St. Clair is an English clergyman of ripe scholarship. Another paper is from the pen of the editor of the *Arena*, entitled "Two Hours in the Social Cellar." Mr. Flower gives vivid pictures of destitution among the worthy poor of Boston. People who wish to think earnestly along the great progressive lines of thought which characterize our present civilization, cannot afford to miss the regular visits of the *Arena*.

The *Century* takes up the campaign for good roads. The April number contains a suggestive article on "Our Common Roads," by Isaac B. Potter, editor of "Good Roads" and a practical engineer.

The author points out the enormous loss to this country through the present general condition of American roads, a loss which falls not only upon the farmer, but upon city people as well, who are compelled to pay unnecessary prices for having produce brought to them. An American consul in France reports that the road system of that country (the most perfect system in the world) "has been of greater value to the country as a means of raising the value of lands than have the railways." In France every market-cart, with its broad tire, is a road-maker. Mr. Potter's article is full of practical suggestions for the betterment of American roads, and it is fully illustrated.

Ex-Postmaster-General James has an article on "The Ocean Postal Service." Mr. James advocates a letter-rate of two cents an ounce for ocean postage, and a reduction in the rate on international money-orders. He thinks this reform more needed than that of a lower rate of postage on domestic letters.

Senor Castelar's "Life of Columbus" and the series of papers on the architectural problems of the World's Fair will begin in the May *Century*.



— THE —  
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**THE RURAL SCHOOL PROBLEM.**

REPORTED BY SUPT. J. A. SHAWAN, COLUMBUS, O.

This question is of such great interest to Ohio teachers at the present time that I venture to submit my notes of the discussion had at the Brooklyn meeting of the Department of Superintendence of the National Educational Association. Since the "Workman Bill" has passed both branches of the Legislature, all will be interested in the difficulties met in other states and the suggestions offered.

The discussion of the subject was introduced by State Superintendent Raab, of Illinois, in a well written address. He defined the rural school to be one lying apart in the country, taught by one teacher, and receiving children of all ages, without special effort at classification. In his judgment the rural schools are improving very slowly if at all, and statistics show that the number of pupils attending them is steadily decreasing, while the cost of tuition per pupil is greater than in the cities where the instruction is much better and teachers' wages higher. If the country teachers were paid as well as the city teachers, the cost of tuition would be at least 100 percent higher than it is now.

After dwelling upon the condition of country school houses generally, Mr. Raab criticized severely the indifference of the

teachers and the inferiority of the instruction and discipline, due, as he believes, to the apathy of farmers, their want of care in selecting school directors, the small size of the districts, preventing the employment of good teachers at adequate salaries, and to the inexperience of the teachers themselves. He did not think that women should be so generally employed to teach country schools, and lamented the fact that the desire to teach was so generally accepted as an evidence of ability to instruct. "School teachers," he continued, "are altogether untrained and generally unqualified for their work. Scholarship does not imply ability to teach. Women should not be employed alone in ungraded schools; I doubt whether they can properly govern large boys and girls." The remedy for this whole matter, he argued, must be found in arousing the farmers to a higher appreciation of the importance of the education of their sons and daughters. "In Illinois, we have only 200 teachers in 550 square miles, and close supervision is manifestly impossible. An additional investment of 25 percent would improve the schools 100 percent."

State Superintendent Wells, of Wisconsin, said: "The solution of any problem depends upon the conditions which surround it, and the rural school problem is no exception to the rule. Every good school system is a growth. If the people have a low ideal, the schools are not likely to be better than that ideal.

We must study the schools as we find them and not as we think they ought to be. It is useless to complain, as that will not improve their condition.

The farmer understands the condition of his stock and knows what to do to improve it, because he is able to see and comprehend the problem. But he may charge an untimely death to Providence, when it is really due to a crack in the floor; he may charge bad morals to inherited tendencies, when the real cause may be found in vile pictures. The condition of the school must be understood in order to apply a remedy.

Better schools will come with wealth. The ideals in education are higher than the promise of wealth—money must be wisely expended. Any scheme for the improvement of the schools must recognize the pecuniary ability of the district in which they are located. They do not need change so much as expansion.

What they need most is closer and more intelligent supervision. As is the superintendent so is the teacher—in industry, enthusiasm, and gentlemanly conduct. The territory covered by one super-

intendent should be limited to not more than seventy-five schools. The superintendent should be a man who is capable of outlining a course of study and ready to co-operate with the high schools and colleges in his district; he should have common sense enough to mingle with the people whom he serves and be able to sympathize with them; he should co-operate with his teachers individually and as a body; he should be a powerful factor in developing a library suitable to the immediate wants of the children, especially rich in biography—the higher class of books will come in due time.

There are defects in both systems of selecting a superintendent, whether he is appointed or elected by popular vote. Those who believe in the so-called "strong government theory," think that the superintendent should be appointed rather than elected, as it gives the office a greater degree of permanence.

But the plan as advocated has hardly been sustained in practice. It has failed to do for the people what they are able to do for themselves. In the so-called "self-government system," those who suffer have the remedy in their own hands.

Prof. John MacDonald, of Topeka, Kansas, said: "There are so many phases to the rural school problem that a synopsis of superintendent Raab's paper should have been prepared and sent to each person who was expected to take part in the discussion. I can not take a bright view of the question. I think that Superintendent Raab stated it very fairly. Valuation of school districts would not justify higher salaries than are now paid, and it is impossible "to make bricks without straw," as indicated by the meager compensation of seventeen dollars per month. The best talent can hardly be retained at such a salary.

Yet in spite of these discouraging facts, the rural schools have sent forth a long list of distinguished men to fill the various places of profit and responsibility. We may find it difficult to adjust the country boy to our city grades; he may possess many angularities and may stand in marked contrast with the graceful city lad; but fifty years later the balance may all be on the other side.

We should not be discouraged; we are making progress. Our institutes are doing a grand work not only in inspiring teachers but in awakening interest on the part of patrons; our normal schools are year by year elevating the profession. It is only as we look back that we are able to see our progress. Much has been done in this State (New York) in spite of the politicians. We do need legislation along many lines, but we cannot legislate more money

than the people are able to pay. Concentration of energy and closer supervision are the means at hand for the improvement of our rural schools.

State Superintendent Prettyman, of Maryland, spoke as follows: The fundamental trouble in the solution of this problem is the want of money. In many localities the schools would be all right if the people were able to pay enough to secure the services of good teachers. The strong should be made to help the weak; this is the policy pursued in Maryland.

A few years ago, in a visit to Martha's Vineyard, I found to my surprise and satisfaction that the rural schools of Maryland were quite as good as those of New England. We must not allow the cities to control the country districts. In my State the rural districts practically control the cities; the counties have always kept the supremacy. Baltimore with all her population has but eighteen men in the lower house of the Legislature and three in the upper. On this ground Mr. Bancroft quarrels with the men who made the constitution of Maryland, but we country people think it a good thing.

State taxation should be increased to help the weak places. If one county is weaker than another, the stronger should help the weak. The weakest county in our State is Garrett, located among the mountains. At a recent meeting of school officers held in Annapolis it was proposed and decided to make a special appropriation for Garrett county for a period of two years. Local taxation is too small to meet the demands of the county, and she is to be allowed to take out four thousand dollars a year for the period named, in addition to her share of the regular appropriation.

Baltimore pays yearly one hundred and forty thousand dollars more than she gets out of the school fund, but what of it? She is able to pay it and ought to be allowed to do so.

C. C. Rounds, President of the State Normal School, Plymouth, N. H., said: I have no disposition to enter into a description of the country schools, but I can take no rose-colored view of them. The New England country schools are not as good as formerly. They are deficient in all the essentials of a good school. They are deficient in school houses, apparatus, teachers, supervision, and course of study. Most country schools have vacation more than half the year. No agency can secure to the country schools better facilities than they now enjoy. The rural districts already tax themselves four times as much as the cities do for school purposes,

and yet they employ inferior teachers. The state must do more. It is a matter of state interest, not local simply. If the present conditions remain, there will be a fixed class of poor whites. I see little hope under these conditions. John Stuart Mill has truly said that those who need education most, desire it least. The same powers should be given in educational matters as in other directions. The position of the state superintendent is purely advisory. The state board, if clothed with power, could do much. There is no danger of centralization of power, though not purely American. Manual training is not American; the kindergarten is not American; but we take them and make them our own. The wigwam and scalping knife are distinctly American. While we experiment, generation after generation of boys and girls go out handicapped. It is a problem for the most serious consideration.

Since the days of Daniel Webster, New England has been regarded with reverence. I do not go back upon New England; but those of you who dare to make a true report, must note the degeneration of her rural schools. There is no way but by looking the matter squarely in the face and by seeing what is done elsewhere. Children go to cities handicapped by insufficient preparation. There must be legislative power to carry out some plans.

Andrew S. Draper, State Superintendent of New York, replied to Mr. Rounds: I by no means accept the view of the rural school problem as given by the last speaker. In the State of New York, we are ready to put up a photograph of our rural teachers as against the photograph of city teachers anywhere.

The farmer needs to be regulated by law. He thinks he knows it all. He needs a hypodermic injection to compel him to have a suitable house in which to hold school. Such an act will educate him.

Poverty is a trouble in the country as much as politics in the city. The state must help outlying districts by making appropriations. The outlying districts should be made smaller; the supervised district should be smaller. The issuing of certificates should be regulated; they must not be granted indiscriminately.

School buildings must be better,—all school systems must depend upon law. The rural district has no right to have the school it wants unless it is the best school that is wanted.

In New York, our teachers come from the best families. There is no question about this. It has been so for a long time. We have not brought about this condition, and I wish the right impres-

sion to prevail, it was so before I became superintendent. We have the material from which good teachers are made, and our rural schools are in good condition.

George H. Martin, of Lynn, Mass., Member of the State Board of Education: Massachusetts is doing just what Judge Draper advocates, by direct grants from school funds. The rural schools of Massachusetts are in the poorer towns to which the state gives direct grants of money. The amount increases or decreases with the needs of the town, those having an assessed valuation of \$5,000,-000 being exempted.

The process of consolidation is going on. Children are brought into a central school from all parts of a town (township.) In some "towns," as much as \$2,000 is paid annually for the transportation of children.

Supervision is being improved. The law allows small towns to unite and employ a competent superintendent. In this way places aggregating from thirty to fifty schools may unite and pay \$1200 or more for supervision. Under this system, which has been in existence for three years, one hundred and seven towns have united and provided supervision. It has had an uplifting and stimulating effect. Many of those employed have had professional training, having taught in graded schools under competent supervision. There has been an awakening desire for reading, etc,—an improved public sentiment, and an elevated professional spirit. 77 percent of all schools and 84 percent of all children are now under competent supervision. Better organization has brought better attendance.

Dr. L. R. Klemm, of the Bureau of Education at Washington, D. C., spoke of rural schools of Germany. In Germany the rural school-master is not at the mercy of local boards and bad boys. The state takes hold of him, gives him a four years' normal course and makes him a state officer. No farmer dares to try to handle him. He has power to send a parent before a judge to answer for the absence of his child from school. Of course we could not stand such despotism.

The rural school problem is much less a problem than we are likely to make it. If the farmer does not understand the problem it is the duty of this association to so explain it that it may be perfectly clear to him. We should become good politicians, not bad ones.

When Napoleon, in 1806, rode over Germany, it was Queen

Louise who took charge through the schools of that country. Now-a-days, the rural schools of Prussia are not one whit lower in quality than the city schools. The schools, however, are too large, enrolling a normal number of 60, 75, and 80, with 90 percent of attendance, but it obviates small districts and allows good wages.

Henry Barnard, the veteran educator, first superintendent of the state of Connecticut, and editor of the *American Journal of Education*, was called out and was received with loud applause. He said: I little thought that I was placing myself in so conspicuous a position, and so did not expect to participate in this important discussion. This was the question of fifty years ago. When the normal schools of Massachusetts were adopted, I strongly advised that one of the three be located in a country district and have for its special object the training of country teachers. The needs of the country teacher are different from those of the city and village districts, and every new branch increases his difficulties. This country normal might be a prolonged teachers' institute, migratory in character but having for its special object the training of teachers for country schools. The second normal school I would adapt to the work of smaller cities and villages, and the third to the work in the larger cities. Not every good teacher would make a good country teacher.

We tried, as I have said, to solve this problem fifty years ago. We tried to keep good teachers in the country schools. I believe in the well educated female as a supervisor of schools. At my suggestion, many years ago, a lady took charge of the schools of a certain district in Rhode Island. She went to work with the mothers. She invited the mothers to visit the schools with her, showed them their condition, suggested improvements, apparatus, etc., and was thus enabled to get many things that a man would fail in getting. At the end of the second year, she had gatherings of the children from all parts of the district, and the performances rendered would have been a credit to the city of Providence. Every city in the union is dependent upon the country boy, and he should be given every opportunity to develop his faculties.

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## MENSURATION MADE EASY. II.

BY SUPT. HENRY G. WILLIAMS, LYNCHBURG, O.

In the March number of the MONTHLY, I illustrated my method of teaching the mensuration of surfaces. In this paper I shall discuss the same method as applied to the mensuration of solids.

*Abbreviations* used in this article: L=length; H=height or altitude; W=width; Dl=diagonal; S=surface, area, or superficies; P=perimeter; CS=convex surface; V=volume, or solidity; B=base, or larger base; b=smaller base; mb=mean base; D=diameter, or larger diameter; d=smaller; C=circumference, or circumference of larger base; c=circumference of smaller base; R=radius.

*To the teacher:* Review the principles and rules developed in first article; let there be frequent drills; clinch every truth, if possible, by illustration suited to the average ability of your class; draw out your pupils by skillful questions; show them that the study of this subject is eminently practical. It will be necessary to have frequent measurements of objects about the room, of the room itself, and of such regular solids as the pupils may be able to furnish. The teacher should not lose sight of the fact that ability to draw the various figures is always essential to an accurate knowledge of the subject, and should always require the proper figure to accompany each solution.

*Cube.*—Six equal faces; faces all equiangular and equilateral; twelve equal edges; eight corners; four interior and twelve surface diagonals; faces plane; angles all right angles.  $S=L \times W \times 6$ ; or  $L^2 \times 6$ ;  $V=L \times W \times H$ ; or  $L^3$ ; Dl of one face  $=\sqrt{L^2 \times 2}$ ; Dl of cube  $=\sqrt[3]{L^2 \times 3}$ ;  $L=\sqrt[3]{V}$ ;  $L=\sqrt{S \div 6}$ ;  $L=\sqrt{Dl^2 \div 3}$ ;  $S=Dl^2 \times 2$ ;  $S=(Dl \text{ of one face})^2 \times 3$ ;  $V=(Dl^2 \div 3)^3$ ; relation of cube to largest inscribed sphere is as 1 to .5236, proven below in the development of rules for sphere; V of largest inscribed sphere  $=L^3 \times .5236$ ; V of largest inscribed square pyramid  $=L^3 \times \frac{1}{8}$ , or  $L^3 \div 8$ , or  $V \div 3$ ; D of circumscribed sphere=Dl of cube; V of circumscribed sphere  $=\sqrt[3]{L^2 \times 3}^3 \times .5236$ .

*Parallelepiped*, or any rectangular solid.— $V=L \times W \times H$ ;  $L=V \div (W \times H)$ ;  $W=V \div (L \times H)$ ;  $H=V \div (L \times W)$ ;  $Dl=\sqrt{L^2 + W^2 + H^2}$ ;  $S=(L \times H \times 2) + (L \times W \times 2) + (W \times H \times 2)$ ; or  $S=[(L \times H) + (L \times W) + (W \times H)] \times 2$ ; or  $S=[(2L + 2W) \times H] + (L \times W \times 2)$ ; shortest surface distance on the inside of a rectangular room, from one lower corner to the opposite upper corner,  $=\sqrt{(W + H)^2 + L^2}$ ; volumes of similar rectangles are to each other as the cubes of their like dimensions, or cube roots of their solidities. This may be clearly shown by placing brick in a box whose dimensions are as 2, 4 and 8, being careful to have their dimensions correspond as to direction; divide volume of box by volume of one brick to find number of brick required to fill the box; the cube root of this quotient will represent the number of layers of brick, the number



of rows in one layer, and the number of brick in one row. Apply this principle to all solids similar to each other. Thus, if a ball 3 inches in diameter weigh 5 pounds, a ball of the same material, 6 inches in diameter will weigh 40 pounds. If a man 5 feet tall weigh 125 pounds, a similarly proportioned man 6 feet tall would weigh 216 pounds. If a horse that measures 10 feet girth weigh 1331 pounds, a similarly proportioned horse weighing 1728 pounds would have a girth  $\frac{11}{10}$  as great as the first, or 10 $\frac{1}{10}$  feet. (These rules are only approximate, of course, but when applied to regular bodies they are geometrically accurate.)

*Cylinder.*—Bases are equal circles; length is the altitude; circumference or periphery is the same as the width of a rectangle having equal length and area. This may be shown by wrapping any cylindrical object with a sheet of paper.  $CS = C \times L$ ;  $CS = L \times D \times 3.1416$ ;  $S = (C \times L) + (D^2 \times .7854 \times 2)$ ;  $V = D^2 \times .7854 \times L$  or  $H$ ;  $V = \frac{D}{2} \times \frac{C}{2} \times L$ ; length of line required to wrap around once, spirally, or from end to end,  $= \sqrt{L^2 + C^2}$ ; to go around twice  $= \sqrt{(\frac{L}{2})^2 + C^2} \times 2$ ; three times  $= \sqrt{(\frac{L}{3})^2 + C^2} \times 3$ ; four times  $= \sqrt{(\frac{L}{4})^2 + C^2} \times 4$ ; and so on.

*Cone.*— $CS$  of a cone is made up of many triangles (see formulæ for triangles). The  $CS$ , then, is equal to a triangle whose  $B$  is the  $C$  of the base of the cone, and whose  $H$  is the  $Sl$  of the cone. The  $V$  of a cone is  $\frac{1}{3}$  that of a cylinder of same height and base, (see equations under cube in regard to pyramid). This may be shown by actual measurement. Prepare a paper cone whose base and altitude shall be equal to the base and altitude of some cylindrical cup or can. Fill the cylinder with dry sand by measuring it from the cone, struck measure. You will observe that three times the quantity required to fill the cone will be required to fill the cylinder; hence,  $CS = (C \times Sl) \div 2$ ;  $CS = (D \times 3.1416 \times Sl) \div 2$ , which by cancellation  $= D \times 1.5708 \times Sl$ ;  $S = CS + S$  of base, or  $CS + (D^2 \times .7854)$ ;  $Sl = CS \div \frac{C}{2}$ ;  $V = D^2 \times .7854 \times \frac{H}{3}$ , or  $V = D^2 \times .2618 \times H$ ;  $H = V \div (D^2 \times .2618)$ ;  $H = \sqrt{Sl^2 - R^2}$ ,  $Sl = \sqrt{R^2 + H^2}$ .

*Pyramid (square).*—Each side or face of any plane pyramid is a triangle whose base is one side of the base of the pyramid, and whose altitude is the line from apex to middle of one side of base.  $CS = L$  or  $W \times \frac{Sl}{2} \times 4$ ;  $CS = L \times Sl \times 2$ ;  $S = L^2 + (L \times Sl \times 2)$ ;  $Sl$  of base  $= \sqrt{L^2 + W^2}$ , or  $\sqrt{L^2 \times 2}$ ;  $H$ , or altitude of pyramid,  $= \sqrt{Sl^2 - (\frac{L}{2})^2}$ ;  $Sl$ , or altitude of one face of pyramid,  $= \sqrt{H^2 + (\frac{L}{2})^2}$ ; length of combs  $= \sqrt{H^2 + (\frac{Sl \text{ of base}}{2})^2}$ .

*Pyramid (Triangular).*— $CS = P \times \frac{\pi}{3}$ ; side of base  $= (CS \div \frac{\pi}{3}) \div 3$ , or  $2CS \div 3Sl$ ;  $V = B^2 \times .433 \times \frac{\pi}{3}$ ;  $V = B^2 \times H \times .1443$  ( $B$  here means side of base of pyramid). For any kind of a pyramid use,  $CS = P \times Sl \div 2$ ;  $V = S$  of base  $\times \frac{\pi}{3}$ .

*Frustum of a Cone.*— $CS = \frac{C + c}{2} \times Sl$ ;  $S = CS + (D^2 \times .7854) + (d^2 \times .7854)$ ;  $C - c = [CS - (c \times H)] \div \frac{\pi}{2}$ ;  $S$  of  $mb = \sqrt{(D^2 \times .7854) \times (d^2 \times .7854)}$ ; but this equation equals  $\sqrt{D^2 \times d^2 \times (.7854)^2}$ , which equals  $D \times d \times .7854$ . Hence,  $S$  of  $mb = D \times d \times .7854$ ;  $V = (B + b + mb) \times \frac{\pi}{3}$ . (Here  $B$ ,  $b$  and  $mb$ , mean the *areas* of these bases).

*Frustum of a Square Pyramid.*—Observe the same principles;  $CS = \frac{B + b}{2} \times Sl$ ;  $S = CS + B^2 + b^2$ .  $S$  of the  $mb = \sqrt{B^2 \times b^2}$ ; but this equals  $B \times b$ ; then side of  $mb = \sqrt{B \times b}$ ;  $V = [B^2 + b^2 + (B \times b)] \times \frac{\pi}{3}$ ; if the bases be triangular, let  $B$ ,  $b$  and  $mb$  equal the *areas* of these bases.

*Sphere.*—One principle or fact must be accepted from geometry, namely, that the area of a sphere is four times the area of a circle whose diameter is equal to the diameter of the sphere, or the circle formed by the plane through the center of the sphere. But the area of a circle  $= \frac{C}{2} \times \frac{D}{2}$ , or  $C \times \frac{D}{4}$ ;  $S$  of four equal circles  $= \frac{C}{2} \times \frac{D}{2} \times 4 = C \times D$ . Hence,  $S$  of sphere  $= C \times D$ ; when  $D$  alone is given,  $S = (D \times 3.1416) \times D$ , or  $D^2 \times 3.1416$ . The area of a sphere is also equal to the convex surface of a cylinder whose altitude and diameter are each equal to the diameter of the sphere. But  $CS$  of a cylinder  $= L \times C$ ; but  $L = D$  of sphere; then  $CS = D \times C$ ; or  $S$  of sphere  $= D \times C$ . By slicing a spherical object it may be shown that a sphere is composed of many pyramids, whose apexes are at the center of the sphere and whose bases are together equal to the area of the sphere. But the  $V$  of a pyramid  $= S$  of base  $\times \frac{H}{3}$  (here  $H$  equals  $R$ ); then  $V$  of sphere  $= S \times \frac{R}{3}$ , or  $S \times \frac{D}{6}$ . But when  $D$  alone is given  $V = (D^2 \times 3.1416) \times \frac{D}{6}$ ; by cancelling and multiplying we get  $V = D^3 \times .5236$ , the rule generally used, but not often understood.  $D^3$  = solidity or volume of a circumscribed cube; then  $V$  of sphere is to  $V$  of circumscribed cube as .5236 is to one. Also  $L$  of inscribed cube  $= \sqrt{D^2 \div 3}$ ;  $V$  of inscribed cube  $= (\sqrt{D^2 \div 3})^3$ ;  $D$  of circumscribed cube  $= \sqrt{D^2 \times 3}$ ; to find  $D$  of a sphere when  $S$  alone is known,  $\sqrt{S \div 3.1416}$ ; to find  $V$  when  $S$  alone is known,  $S \times \frac{1}{6} \sqrt{S \div 3.1416}$ , or  $S \times \frac{D}{6}$ , as given above.

*Spheroid.*—There are two kinds, the oblate and the prolate. The ratio of any oblate or prolate spheroid, to its circumscribed parallelopiped is .5236 to 1, the same as the ratio of sphere to

cube. The elliptical circumference of a spheroid can not be found exactly.  $V$  of an oblate spheroid  $= D^2 \times d \times .5236$  (really the product of the three diameters by .5236, the same as in finding volume of sphere);  $S$  of an oblate spheroid  $= D \times d \times 3.1416$ .  $V$  of a prolate spheroid  $= d^2 \times D \times .5236$ ;  $S$  of a prolate spheroid  $= d \times D \times 3.1416$ . If  $S$  and  $d$  of a prolate spheroid are known,  $V = (S \times d) \div 6$ , from last equation; so, also, with the oblate spheroid,  $V = (S \times D) \div 6$ , from equations to find  $V$  and  $S$ .

*Errata.*—In first article, p. 114, line 6 from the bottom of the page, the sign of equality should be placed so the equation will read " $S$  also  $= \frac{6}{\pi} \times \frac{V}{D}$ ." In the first line on p. 115 the vinculum should be used over  $D^2 \div 2$ , thus:  $\sqrt{D^2 \div 2}$ .

*Conclusion.*—I have briefly illustrated my method of finding the rules of mensuration and applying them. It must be remembered by those who have followed me in these demonstrations that they were written for teachers, not for beginners in the study. The teacher should exercise his best judgment in applying them to the wants of his classes.

## AIMS IN TEACHING.

ETTA GRIFFITH.

1. *A clear understanding of the child's mind.* Get him to tell you his difficulties, and if possible look at the subject you are presenting from his point of view. A boy of ordinary ability in my class was struggling to read the decimal .1011101. Although he told me that it was ten-millionths, after reading units period he would not give the number its decimal name. Upon being questioned he told me that he thought he ought to say something after reading units period as he did after reading thousands and millions periods, having never learned that the name of the first period is usually omitted.

The child's conception of a subject after the most lucid explanation, sometimes, is a revelation; but if a teacher understands in what respect the conception is incorrect, it need not require much time to make the matter clear.

2. *To secure attention.* If the pupil desires knowledge of a certain subject he will give voluntary attention; then, does it not follow that the proper place to begin is to create that desire? Dr. Johnson says that knowledge is like a fire, it requires a spark to kindle it, then it burns itself. I wonder whether a pupil ever made

earnest, careful preparation of a lesson, and was inattentive during the recitation of the same lesson. The preparation of the lesson is of the greatest value and should be the unaided work of the pupil. His success does not consist in getting the answer, but in the continuous thought that he gives to his work. Teach him the lesson that we learn from Adam Bede of the comfort there is to be derived from honest work. A teacher who makes all the effort robs the child of his chance to get on in the world, by making him such a helpless creature that no business man can afford to employ him.

3. *To make the child better.* The two most potent influences are the teacher's character and the "word fitly spoken." The support of those who pass through the public schools will be sufficient to protect the public school system, if they learn from their teachers to take the one talent and return it to the master increased in value. One of the most forcible things ever written in any language on the relation that exists or ought to exist between the education of the mind and heart was given to us by Junius. He says, "But neither should I think the most exalted faculties of the human mind a gift worthy of the Divinity, nor any assistance in the improvement of them a subject of gratitude to my fellow-creatures, if I were not satisfied that really to inform the understanding corrects and enlarges the heart."

Cleveland, O.

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## AN EDUCATIONAL REVOLUTION.

BY R. H. HOLBROOK.

The teachers of Ohio are living in stirring times. Educational history of far-reaching importance is being enacted before our eyes. The year of our Lord, 1892, will be as important a date in the annals of our public schools as 1853. It marks the beginning of a new era in the development of the country school.

Last Saturday, April 2, I witnessed an event which was the first of the kind ever to occur in this State, and which is big with promise of progress and reform. I entered a room where one hundred and eleven boys and girls from the country schools were being examined by the county examiners on the work which they had so far completed under their respective teachers in a *prescribed course of studies*.

So delighted was I with the sight, I exclaimed, not irreverently indeed, to one of the examiners as he greeted me, "Lord, now lettest thou thy servant depart in peace, according to thy word: For

mine eyes have seen thy salvation, which thou hast prepared before the face of all people."

For here at last before our delighted vision was the splendid achievement of results toward which we in Warren county have been struggling these many years. Other teachers in other counties, doubtless, were also on the same day rewarded in a like manner with the full fruition of hopes long deferred.

The great significance of this event cannot be over-estimated. It means much more than may at first be imagined.

First:—*It is practical county superintendency for the country schools of Ohio, a superintendency more effective than that of any other state in the Union.*

This is not saying too much. In no other state of the Union has the county superintendent, or any other central authority of the county, the power to call to the county-seat the children of the country schools and subject them to a common uniform examination. County superintendents may visit schools and in the too brief time allotted to them affect to examine the pupils. But the examination is mostly oral, quite desultory, in no sense uniform, and the results mean, as a general thing, nothing.

In every county of Ohio, the county examiners, by the provisions of the Boxwell law, give just as much time and care to the examination of the *pupils* of the country school as they do to the examination of the teachers of those schools. The results are just as conscientiously determined, and are just as full of significance to the young candidates as they are to the older ones.

This is the *essential* requisite of genuine supervision, and, strange to say, is the feature which is entirely left out of most county supervision throughout the United States. That is, in Ohio we have now county supervision without the name; while in most of the other states they have the name without the supervision.

Again, this Ohio plan, which was "the Warren County Plan," not only carries supervision to the *pupils* of the country schools, but it reaches in the most effective manner the *teachers* of these schools. For in what state of the Union does the county superintendent have an opportunity to test the work of the teachers which begins to compare in thoroughness with this now enjoyed by the county examiners in conducting these county country-school examinations?

The results of these examinations must inevitably seal the fate of the different teachers. The school directors now, the township boards after April 1893, will have in these examinations data for

the fair determination of the success of their teachers which no school authorities in this State or in any other State have before possessed. If a country school teacher sends no pupils to these examinations, or if the pupils whom he does send fail, it is the best possible evidence that he is a failure and should not be longer employed unless he improves.

The democratic feature of all this, too, is that the *local* authorities are the ones to act upon these data.

Equally important will these data be to the examiners themselves in granting certificates to these teachers. Indeed, these examinations remedy the great defect of the county examinations, which heretofore have afforded no satisfactory evidence as to the real *teaching power* of the candidates for licenses to teach; for these examinations of the pupils of the country schools are the best kind of an examination of the teachers of these schools.

Second:—*It means that the country schools of Ohio will hereafter have a course of study established by law.* How much there is in this should need no explanation. It would require pages to set it forth in briefest terms.

Third:—*It means that the country schools have at last a graduation day,—real commencement exercises.* Those who have seen, on this commencement day, the best halls or churches of different townships packed to overflowing with fond parents and sympathetic friends, as we have seen them in Warren county, must realize that it testifies most gloriously to a stirring, healthy revival in the educational interests of every county in the state.

Fourth:—*It means that the country school boys and girls, who before could not have thought of it, will now, because they can, push their education further by attending the most convenient high school.* Who can deny the great importance of this possibility?

Fifth:—*It means that a new element has been introduced into the lives of many country boys and girls.* There were a great many in the room before mentioned who had *never before been at the county seat.* What quickening this will prove to many a bright soul, who might otherwise have been born to blush unseen and waste its sweetness in the isolated routine of country life, may be easily surmised.

So I might go on indefinitely, but let this suffice for this phase of our educational revolution.

But if the Boxwell law is bright with promise, how radiant with untold blessing for the future is the Workman law, which gives us

at last township organization? Who can prophesy adequately of this? Who can rise to the lofty height of this argument? Every intelligent student of education knows that it means a greater step forward in the work of the country schools of Ohio than has been taken since their organization.

It now behooves every friend of education to stand faithfully at his post until this move is fully consummated. Once tried there will be no backward step. But until it has been in actual operation, the utmost vigilance is the only price of its realization. Let those who wish ammunition for this fight send to Supt. J. F. Lukens, Lebanon, O., enclosing at least a two-cent stamp. He has in his possession material printed at the expense of the Warren County Teachers' Association for gratuitous distribution. From now till April, 1893, will be the *most critical time in Ohio school history*. Ten, twenty years from now, it will be a proud thing to say, "I was a part of the educational revolution which culminated April 1, 1893."

*National Normal University, Lebanon, O.*

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## TOWNSHIP EXPOSITION.

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W. W. DONHAM.

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(By request of the Editor.)

It is unfair and unwise to assume that the patrons of the schools are not concerned in the affairs of education. To awaken their sympathy and to secure their co-operation it is necessary that they be brought into close contact with school-room work. This is particularly so where persons are isolated and are chiefly concerned with their personal affairs, as they are in the country.

Six years ago a township meeting was arranged in this township (Bethel township, Clark county), with this particular end in view. The gathering sought to bring all together who were concerned in the schools, and as far as possible to give every one something to do, in order to secure his interest and attendance.

This exposition, as it was called, brought together many of the school children and their parents. Some came on account of the novelty of the affair, others because they had some part in the exercises, others still, because they were interested in the work. The parents generally come to see their children's work or to hear

them take part in the program. Such good feeling and such general interest were inspired by this gathering that it has been held annually ever since.

A few words as to what this exposition is. Each school is expected to prepare written work from all the grades. Uniformity is sought in part of the papers, so as to compare results in the different schools. The other work is left to the taste and the discretion of the teacher.

Every school, or rather every room, is given the same opportunity to take part in the literary portion of the program, these exercises, consisting of declamations, recitations, essays, songs, etc., are chosen by the teacher and assigned to the pupils who can best take part.

The papers for exhibit are sent to the high school a day or two beforehand, where they are arranged in a suitable manner to be viewed by visitors. The high school building where the meetings are held, is quite convenient for the purpose, having an audience room capable of seating about three hundred people and other rooms suitable for the display of the work and the serving of dinner.

This year the meeting was held on the nineteenth of March, and, notwithstanding the fact that the day was one of the most disagreeable of the year, the exposition was one of the best ever held. A healthful spirit of competition is manifested among the schools in the display of their work. They examine, compare, and draw conclusions, but all in the best of feeling.

The children's part of the program is given in the forenoon; in the afternoon speeches and addresses are listened to. Hon. O. T. Corson, Commissioner-elect, addressed the audience on some of the elements of success in the work of education. This sensible, practical talk held the attention of the whole audience. Mr. Corson assured the audience of his entire sympathy with country school work.

Miss Anna Torrence read a well prepared paper on primary work. At the end of the program the genial J. C. Ridge read "The Cider Mill" and one or two other selections, which were thoroughly enjoyed.

This kind of work pays. It brings the schools in contact with each other; it inspires them to do better work; it improves the educational sentiment of the community; and it encourages the teacher in his efforts.

*Forgy, O.*



**THE TEACHER'S STRENGTH.**

BY CARRIE NEWHALL LATHROP, CINCINNATI NORMAL SCHOOL.

[Read before the South-Western Ohio Teachers' Association.]

With a common purpose in view, let us ask, What is a teacher's strength? Of the blessedness of that strength which comes from above, we all know; but it is not of that perfect strength that we would speak, but of what man himself may do for himself under Divine guidance.

We are accustomed to speak of the wonderful strength of a man which will permit him to lift heavy weights, carry heavy burdens, perform feats demanding physical force and power. We speak of his mental strength—his strength which will enable him to master intricate problems, analyze closely and keenly, discriminate wisely, think profoundly. We reflect on his moral strength, by which he manfully resists temptations, supplants wrong desires, controls himself and others, battles for the right, obeys the call of duty. In all of these, we find the quality of strength to be an inward capability or energy, as all our lexicographers record.

As energy of every kind can be increased by the putting forth of that energy, we say exercise strengthens. Indeed, "whatever adds to the strength, be it in ever so small a degree, strengthens." This strengthening may be for general purposes, or that which is needed for a particular purpose. "Whatever gives strength for a particular emergency, fortifies," and lastly we find that "whatever adds to the strength, so as to give a positive degree of strength, invigorates."

All of this is true as applied to man in general, but limiting the discussion to the teacher's strength we may with reason inquire the source of that which will at once strengthen, fortify, and invigorate the teacher. There can be but one answer,—preparation. The scientific man tells us that "the strongest proof of the correctness of any theory is its exclusive competence to explain phenomena." In the language of science, then, regarding the success of the teacher as the phenomenon to be observed and explained, there is but one theory to assume as constituting the primary and fundamental source of all which success implies. First, preparation; second, preparation; third, a little more preparation.

This view of the matter does not disparage in any way the God-given talents possessed by some, and does not set aside the natural ability possessed by others, but only emphasizes the fact that ability,

yes, genius itself, may be improved by cultivation, that is, preparation; the able may become more able, the talented more nearly perfect.

Preparation will add to these and will give force and power, these being but the outward manifestation of that inner energy which constitutes strength.

Then let the teacher's preparation consist of study, study deep and broad, so that he may have that fullness of knowledge and that breadth of mind which belong to those who have been brought in contact with much wisdom, who have assimilated much, and who have used that which they have made their own as a means to lead them on to higher and broader spheres.

Preparation consists, then, in attaining scholarship. It is not too much to assume for the young teacher at the outset that his standard should be of this high order. For while breadth of scholarship, as a rule, comes with maturity, it is not supposed that this part of his preparation can be fully accomplished before entering upon the actual duties of his profession, but that this preparation will go hand in hand with his work as he advances and will increase daily, so that it grows with his growth and strengthens with his strength.

"Whatever gives strength for a particular emergency, fortifies." What is this particular emergency which concerns the teacher? Undoubtedly his life's work, his profession. The ordinary use and acceptaion of the word fortifies convey to the mind something of resistance, the idea of withstanding, of being arrayed against something.

Now, against what will preparation fortify the teacher? Against ignorance, self-conceit, narrowing ideas, plodding ways, or even standing still (mark, standing still means going backward),—against a disposition to be content with little—to be pleased with small things, against dull experience, "which is ever a plodder," against all of these and worse which are attributed to those persons who enter the profession without a proper realization of their fitness for it and who make no effort to render themselves worthy of their high office—against any and all of these, preparation will fortify the teacher.

Ah! this particular emergency is indeed an emergency. In pursuing such a thought, the teacher must "think on the means, the manner, and the end." This preparation, then, must be of the character which is best suited to the needs of his particular emer-

gency. A traveler to the equatorial seas makes preparation very different from that of one who would visit the North Pole. The teacher must make preparation peculiarly his own—must gain a knowledge of that he would attempt,—a knowledge of his art.

Again, "whatever adds to the strength, so as to give a positive degree of strength, invigorates." Preparation for daily work invigorates as a draught of pure fresh water invigorates and renders one capable of renewed effort. The teacher may by free draughts beforehand, as the camel, store up a supply of life-giving water, from which he may draw, as necessity occurs, through the toilsome journey. But unlike that provident animal, the teacher's way lies not through arid deserts but through fruitful plains, where, by turning aside, he may find the pure and fresh streams from which he may quaff at will and be invigorated with fresh and ever new preparation. We return then, to the original thought. *First*, preparation, general, manifested by a broad general scholarship—a knowledge of the world and its doings—a trained, logical mind. *Second*, preparation, special, for the teacher's particular art, the highest of arts, manifested by a full and generous knowledge of the workings of the child's mind, a keen appreciation of the principles which underlie all methods and a practical knowledge of them as applied to special branches, an intimate acquaintance with educational means and ends—of school management and discipline,—in short, he should be an exemplifier of systematized methods, of an enlightened and broadened practice, of elevated aspirations. *Third*, a little more preparation; manifested by a careful, painstaking preparation for daily work, for particular lessons. Preparation that will not be satisfied with the general knowledge of a subject that any intelligent mind may possess, but that searches with a clearer insight into the points that may directly or indirectly bear on the subject in hand.

The wise Solomon tells us that "the prudent man looketh well to his going;" but we are not to infer that, having once begun, he does not continue to look to his way, or that he allows the foresight which inspired him in the first place to suffice him without being constantly used and daily renewed. It is this daily preparation that a teacher should guard; for many who possess the general and special preparation still fail in this particular, when indeed one may atone for *some* deficiencies in the first two by a due regard to the third. It is a preparation which cannot be despised by the most talented, the best trained, nor by the more helpless.

As a people we are not prone to err in giving too much preparation to anything; yet when we view the greatest productions of the greatest minds, we find them the result of much painstaking labor and effort; and the seemingly minor productions of such minds are more often the result of study and care than perhaps the casual observer would think.

And yet, the mere tyro would deem a slight general preparation sufficient. The tyro might be excused with that aphorism "Fools walk boldly in where angels fear to tread." But the lack of preparation does not apply to those only, for, alas! "old fools" are worse than "young fools," and those of whom better things might be expected are too often found attempting to do without preparation. Breathe the answer softly, but let us ask ourselves the question, "Are not teachers too often found among that number? Granted that there are excuses. It would seem at times that there are too many demands on a teacher, and human frailty must yield to the burden occasionally; but let us resolve that we must and will rise above all things and give to whatever we undertake its due meed of preparation.

We have hosts of illustrious examples. Mr. Longfellow said of his *Evangeline*, "It is easy for you to read because it was so hard for me to write." The old story of Daniel Webster is familiar. Returning a book to a society of which he had been elected an honorary member, three copies of his note of acceptance, written and re-written, were found within its leaves.

Michael Angelo's careful preparation will be remembered,—his re-touching here, his polishing there; his softening of this feature, his bringing out of that. He regarded all as trifles, but he remarked to a friend, "Recollect that trifles make perfection and that perfection is no trifle."

We are told that Addison amassed as much as three folios of manuscript material before he began his "*Spectator*." Newton wrote his "*Chronology*" fifteen times over, before he was satisfied with it, and Gibbon wrote out his "*Memoirs*" nine times. Vergil spent twelve years in polishing his great *Aeneid*, and then not thinking it worthy to leave, rose from his dying bed to destroy it. Demosthenes, when called upon for some extempore remarks, persistently refused, saying "I am not prepared."

Aside from the influence which the preparation of the teacher will have on the pupil, there is the reflex influence which it will have on the teacher himself. Nothing can give more of well

grounded self-confidence than the knowledge that one is thoroughly prepared.

Emerson has remarked that the consciousness of being well-dressed gives to woman that calmness of mind, that satisfaction, which may exceed even the consolations of religion; and we may seriously say that the consciousness of being well prepared on a particular lesson will give to a teacher that which will sustain her beyond anything that brilliancy of intellect and depth of knowledge may do. It will bestow equanimity, good humor, ease, buoyancy of temper, beauty,—all of those virtues which tend to make a teacher seemly and capable in the eyes of others and acceptable to herself.

To go back to the most ancient types of teachers, we find of both sexes representatives of the calm and complacent dignity which preparation for one's task alone can give. Note Chiron the Centaur, famous as the wisest of his time, as the founder of the healing art and as the teacher of most of the ancient heroes, including Hercules, Aesculapius, Aeneas, Achilles, Ulysses. His features, instead of expressing mere savage and sensual strength, as those of the Centaurs generally do, are marked by a mild wisdom in harmony with the character and deep knowledge attributed to him by Greek mythology. What but preparation for his task, a knowledge of his own ability, could have bestowed upon such a countenance that expression of mild wisdom, the outward sign of that sense of satisfaction and complacency which ever distinguishes the man prepared for his work. He carried out this principle in preparing his pupils, for we read that Chiron fed his pupil Achilles with honey and the marrow of lions and wild boars, whence he obtained that strength of body and greatness of soul which qualified him for martial toil.

Minerva, "whose Olympian avocation," we are told, "was to keep the Muses and Graces in order, and who taught the daughters of Pandarus to spin and to weave," the Goddess of war, wisdom and the arts, was a true teacher. She represents wisdom "that is skillful knowledge joined with discreet practice." She was born armed; and why so represented? "Because the human soul, fortified with wisdom and virtue, is invincible, in danger intrepid, under crosses unbroken, in calamities impregnable." And furthermore, she is described by the poets and represented by sculptors and painters in a standing attitude, completely armed, with a composed but smiling countenance.

The example, my fellow-teachers, is ours, if we do but claim it.

*Series* S **PATRIOTISM IN SCHOOLS.**

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MRS. S. B. JONES.

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[Read before the O., W. Va., and Ky. Round Table, at Ironton, Ohio.]

The direct teaching of patriotism can not be commenced, at least not effectively, until the child has learned to appreciate goodness and nobility of character, and until he has arrived at an age when he can comprehend, in some measure, the greatness of the privileges and the institutions of his country.

But the foundation has been laid before the child begins his school life, and upon that foundation should the teacher build. To each little one who comes to us, his home is the center of the universe. His parents and the other members of the family are the personification of all goodness, the essence of all greatness. The authority exercised in that home is respected above all things else.

To his regard for home should be added that of other institutions, beginning with the school. Admirable characters should be presented daily to the child's mind, that he may realize that lovable qualities exist in others besides those of his own household. The authority of the school should be such as to command his respect and to gain the perfect obedience of his heart. In his home and in his school he gets protection and love, and such other benefits as they insure, hence he reveres them; and as the powers of his mind develop, and he is capable of comprehending his country, he will find that many of the benefits he enjoys are due to the good government under which he lives, and he will render to his country the love of his heart, and whatever of his service she may need or demand.

In all the methods pursued, we should see to it that the characters presented are attractive. It is the pleasure of the scientist in his investigations that gives us the results. It is the joy of the artist that gives us the beautiful picture. It is the joy of the author amid his arduous labors that gives us his noblest and best thought. So it is the joy of the little school boy that enables him to profit by the lesson presented to him.

In the earlier years of the child's school life, various little devices, apparently insignificant, may be resorted to, in order to implant in his soul a germ of that love of country which shall develop into the truly patriotic spirit. In all the literary characters daily

brought before him, whether by means of story, reading, or conversation between pupil and teacher, the patriot should hold a prominent place. The old flag should grace the walls of the school-room on all special days. Patriotic songs should be frequently sung. I once attended a religious meeting, conducted by a noted evangelist. Upon one occasion he said to the people, "sing, sing; for you can sing yourselves happy." I scarcely knew how to appreciate the value of the injunction, but I observed that the people did sing themselves into an ecstatic frame of mind. I came to the conclusion that the pleasure of singing had aroused an intense interest in the sentiment of the song. A similar result will follow the use of patriotic songs. Let them be substituted for the sentimental trash so generally used, and the happiness that the child experiences in the singing will lead to rejoicing in that of which he sings.

After this preliminary work in the earlier years, the pupil comes to the study of United States history. And here a wide field is offered for the cultivation of patriotism, since so many sentiments and feelings of the child may be called into play. He begins with a wilderness, and a comparison immediately springs up in his mind between the condition of things as they are and as they were at the time of which he reads. At this point, pains should be taken by the teacher that this spontaneous comparison may develop into a conscious and thoughtful one. His imagination should be fully aroused. He should be instructed, so far as he is capable of comprehending, concerning all that pertains to his country. His comparison should not be limited to different periods of his own country, but he should be led to look at other lands, and thus get a broader view. As he sees something of what his country is and what it has contributed to the advancement of the world, a commendable pride in her will spring up in his soul and a deep solicitude for her welfare, and he will ever rejoice in her prosperity.

As he continues his study, he finds that his country has gone through struggles more stupendous than anything he had conceived, but resulting in privileges such as no other country enjoys. Again he compares. Looking across the sea at oppression and tyranny, he learns to put a high estimate upon his birth-right and is ready to maintain it at any cost.

The records of a nation can not be studied without its heroes and patriots coming to view. These noble, self-sacrificing characters should be held up to the pupil in vivid light, for his admiration and example. The veneration in which these are held by the world

appeals to the ambition of the boy; the courage of the patriot, to his manliness; their self-sacrificing spirit, to his sympathies. He looks at the pure and admirable spirit in which they wrought, and, as like begets like, the same principles will be inwrought in his character, and the same motives will influence his actions.

In his study he finds that his country is just what the people have made it; and here he should be led to see that but a little while hence he will take his place as a citizen, and bear a part in maintaining these institutions. The little feeling of obligation which thereupon creeps into the mind of the boy, will grow into a strong sense of duty in the man, and he will be ready to perform his duty with loving heart and strong hand.

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### MORAL TRAINING IN FRENCH SCHOOLS.

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Moral instruction is destined to complete and to bind together, to raise and to ennoble all the other instruction of the school. While each of the other studies develops a special order of aptitudes and gives useful information, this tends to develop the man himself within the man, that is to say, a heart, an intelligence, a conscience.

Moral instruction moves in another sphere than physical and intellectual. The force of moral training depends much less on the precision and on the logical sequence of the truths taught than on the intensity of feeling, the vivacity of impressions and the contagious heat of conviction. This education does not lead to knowledge (*savoir*) but to will (*vouloir*). It moves more than it proves; it comes rather from the heart than from the reason. It does not undertake to analyze all the reasons for the moral act; it seeks before all to produce this act, to repeat it, to make it rule life as a habit. Especially at the primary school, it is not a science but an art, the art of inclining the free-will toward the good.

The teacher is charged with this part of education, in addition to the others, as a representative of society.

A secular and democratic society has in fact the most direct interest in the early initiation of all its members by ineffaceable lessons into the sentiment of their dignity and into a feeling not less profound of their duty and of their personal responsibility.

To attain this end, the teacher is not to teach in detail theoretic and practical morals, as if dealing with children devoid of all previous notions of good and bad. The great majority enter school



receiving or having received a religious instruction which familiarizes them with the idea of a God, creator of the universe and father of men, with the traditions, beliefs and practices of the Christian or Jewish religion.

By means of one of these religions and under the forms peculiar thereto, pupils have already received the fundamental notions of universal and eternal morals; but these notions are new-born and fragile shoots. They have not penetrated deeply into the soil; they are fugitive and confused, committed to memory rather than to conscience. They need to be ripened and developed by a suitable training, which the public teacher is to give.

The limits to his mission are, therefore, closely defined. He is to strengthen, to root in the souls of his pupils for all their lives, making them matters of daily practice, those essential notions of morality, which are common to all doctrines and necessary to all civilized men. He can accomplish this without adherence or opposition to any of the religious beliefs of his pupils. He takes the children as they come with their ideas and language and family beliefs. He has no other task than to teach them to draw therefrom what is most precious from a social standpoint, that is the doctrine of a high morality.

Secular moral instruction is distinguished therefore from religious instruction without contradicting it. The teacher is not the substitute for priest or father. He joins his efforts with theirs in making of each child an honest man. He ought to dwell on the duties which unite men, and not on the dogmas which divide them. Every theologic and philosophic discussion is forbidden him by the nature of his duties, by the age of his pupils, by the confidence of families and of the State. His is the practical task of causing all his pupils to serve the effective apprenticeship of a moral life.

Later, when they have become citizens, the pupils may be separated by dogmatic opinions; but they will be in accord in the practice of putting the aim of life as high as possible; in having the same horror of everything base and vile, the same admiration for that which is noble and generous, the same delicate sense of duty in aspiring toward moral perfection, cost what it may; in feeling themselves united in the general religion of the good, the beautiful and the true, which is also a form and not the least pure of religious fervor.

The teacher by his character, by his conduct, by his language, is himself to set the most persuasive of examples. In this kind of

instruction, that which does not come from the heart does not go to the heart. A master who recites precepts, who speaks of duty without conviction, without fervor, does worse than waste his time; he commits a fault. A course in morals, regular but cold, hackneyed and dry, does not teach morals, because it does not inspire love. The simplest story in which the child finds a trace of seriousness, a single sincere word, is worth more than a long succession of mechanical lessons.

On the other hand—and it seems scarcely necessary to formulate this prescription—the master should shun as a bad action everything which, in his language or in his attitude, might disturb the religious beliefs of the children confided to his care; all that might trouble them; all that might betray on his part a lack of respect or reserve.

His sole obligation—and it is compatible with respect for all creeds—is to watch, in a practical and paternal fashion, the moral development of his pupils, manifesting therefor the same degree of solicitude with which he follows their intellectual and physical development. He ought not to feel that he has performed his duty toward any one of his pupils, if he has not done as much for the education of the character as for that of the intelligence. Then only does the teacher merit the title *educator*, and primary instruction the name *liberal education*.—*Primary Instruction in France*.

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### KINDS OF TEACHING.

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DR. B. A. HINSDALE.

Three kinds of teaching are here defined absolutely. Rarely, however, does a teacher answer to any one of these descriptions, pure and simple. Generally we find a blending of the mechanical, empirical, and philosophical elements. The teacher should be classified with reference to the elements that predominate in his work.

I. Mechanical Teaching.—The mechanical teacher knows nothing of the philosophy of teaching, and can give no reasons for what he does. He has never studied either the human mind or studies, considered as educational instruments. He takes his methods on authority from others, and is the slave of tradition, routine, and habit.

II. Empirical Teaching. The empirical teacher has inquired somewhat concerning the mind, and studies in their relations to the

mind, and within narrow limits can assign reasons for what he does; but everything is limited by his own personal observation and experience. He has no grasp of educational science or history.

III. Philosophical Teaching.—The philosophical teacher is versed in the literature of education, both scientific and historical; and has tested the conclusions of philosophers and the methods of others by his own individual experience. The basis of this work is Pedagogy.

Philosophical teaching involves these elements, not to mention others that would make the division over-minute:

1. Mental science; a knowledge of the human mind, and of the particular minds to be taught.
2. A knowledge of the studies taught in schools.
3. A knowledge of these studies in relation to the mind, their adaptation to certain ends, their order in a course of study, their educational values, etc.
4. A knowledge of Physiology and Hygiene; that is the bodily conditions of the mind and education.
5. The History of Education.
6. A knowledge of the child's home and social surroundings, or environment.
7. Practical tact to instruct and to govern.

Into tact to instruct enter many elements, some of them given above; attention may be drawn to native *aptness to teach*.

Tact to govern is here put under the head of teaching, because power to govern has much to do with power to teach. Into this fact also enter many elements that cannot be here specified.

#### **HINTS FOR TEACHING HISTORY.**

1. Assign lessons by topics, not by pages.
2. Let each pupil give, in his own language, all the information he has been able to obtain upon a certain topic.
3. Do not allow the pupil to memorize the text-book.
4. Talk with the pupils, do not lecture.
5. Use the wall maps freely.
6. Have each pupil locate routes, settlements, etc., on a map.
7. Show how the history of a country is influenced by its geography.
8. Require each pupil to keep a note-book.
9. Do not discourage the pupil with too many dates and names.
10. Study men, manners, principles, causes and results.

*Educational Gazette.*

## PRIMARY DEPARTMENT.

### Primary Reading.

In the B class the word and sentence methods predominate. Apparatus used: Blackboard, "word-boxes" and readers.

This class learn from three to six words a day according to time in the term, and often we "make haste slowly" because it is the object to read fluently all combinations of words learned.

Pupils remain at seats with books closed upon desk, also word boxes. Then I stand before them, chalk in hand, and place upon the board a word, calling upon the class, in part or all, to produce sounds of letters made. By the time the word is written, pupils are ready to name it.

Someone is then asked for a story using the word, another gives it in some other use. Some now open their boxes and find the new words while others find them in the reading lesson, designating line or lines where found. Then they may be called upon to tell what the third word in the fifth line is, while another is called upon to read a line or story backwards, showing whether familiar with all words therein.

A composition of as many of the new words as possible is placed upon the board and one of the more backward pupils called upon to read it.

Now we are ready to attempt the new lesson. Up to this time I do not allow pupil to take home books, as it creates a habit of reading by rote which once acquired I find hard to overcome.

Books are now opened for study, or for busy work; the class reproduce new words on slate or in boxes, used in short stories of their own and afterwards this is utilized for a reading lesson, which is often better reading matter than that found in the book.

Sometimes for variety I make a copy of a story and always keep a copy of new words upon board until the class are familiar with the same.

In the A class the first reader is finished and the class is expected to be able to read in any book, along this line of work. Besides this we have a system of supplementary reading of our own, covering the ground gone over by this class, prepared by a committee of our first grade teachers who collect samples of work done by all the A class. These short stories are arranged into lessons

which are printed on cards. They are handed to the pupils and they are expected to read the story at first sight, after having gone over that portion of the book containing a majority of hard words found therein.

We generally take all the new words of a lesson at one time. Methods of teaching them differ somewhat, but the same results are always expected, *i. e.*, know the words at sight and be able to reproduce them.

To-day's lesson was something after this order: The board being ruled beforehand, I stand before the class, chalk in hand, calling upon individuals to take any one of the new words and by sound of letters enable me to write the correct word. Should a mistake be made in sounding, I, of course, will make the same mistake, which will be noticed and commented upon.

We now give sentences containing one or more of the new words, either oral or written, or find the same words in the lesson to be read, noticing any peculiarity of the word, such as a new sound, silent or double letters. Sometimes, the class find all the new words in lesson and write them on slate in order found, copying them, however, from copy on the board. If this is not required there is often a mistake made in writing the word, which will have to be pointed out and corrected.

I leave the words on board until the classes are ready to take these words as a spelling lesson, either written or oral.

After this drill the class is allowed to study the lesson in the reader. Sometimes this is done in concert; I ask leading questions and the class answer in the language of the book; this is a good drill for bringing out expression. At other times the class study silently.

In reading a prepared lesson the pupil comes before the class, paying attention to the manner of coming out, attitude while standing, reading with expression and raising the eyes at natural pauses.

This takes away a great deal of the awkwardness caused by bashfulness, and in my school has done much to make better readers.

I wish to say that the use of supplementary reading has been a great help also, and can not be too highly recommended for beginners, who, upon finding that they can help themselves, avail themselves of every opportunity to do so.—MARY HERBERT, in *Colo. School Journal*.

*Emporia Kan.*

## "Where will it End?"

BY S. D. SANOR.

Mr. Hutchinson has headed his article with the very important question, "Where will it end?" If it does not end in every teacher and supervisor *thinking*, there is something wrong with the supervisor or the teacher, or with both. "There is a condition confronting us, not a theory," and if this condition resulted in nothing worse than "innocuous desuetude," it might be unwise to take the MONTHLY's valuable space to speak of it.

I am glad to know that Mr. Hutchinson has discovered that "the teacher who uses the Grube method of numbers, and does not let *her judgment* have full play as to *what to omit and what to use*, will find it a *most ingenious device for killing time*." The italics are mine.

But that is not the worst of it. The more I study the condition of the pupils who have been taught by the Grube method, the more fully do I realize the enormity of the blunder our *unthinking* teachers and "specialists" have been making. I would not offend by pointing out special instances, but I can cite Mr. Hutchinson to schools where a very large percent of the pupils are so *confused*, so *in doubt* as to results in addition and multiplication, that they are verging on hopeless imbecility as regards numbers, and this "number idiocy" exerts a pernicious influence on the other studies. I would a thousand times rather my child were taught no "number" in his first three years than to have his mind "filled with the rubbish," commonly called number work, of many schools. He would know far more at the age of twelve.

I am glad to know that the Toledo schools are so far superior to the surrounding schools as to do in two years what others do in three. That being the case, the Toledo schools can be dropped out of the discussion. In the language of the day, "They're all right." But if Mr. Hutchinson's statement is true, that the work my class did in four months is the equivalent of five years' work in Toledo, then the schools of the *cities and villages surrounding that city are in a pitiable condition*. For work which the average child in city or country, *if given a chance*, will do easily in four months, would take them *seven and one-half years*, since they do only two-thirds as much as the Toledo schools!

Mr. Hutchinson asks, "Does Mr. Sanor want us to believe that, if we do our work well, we may teach beginners vast quantities of numbers and their manipulations, and have them read and spell

through three readers in four months, and attend fully to other duties besides?"

I said in my article that the class knew their letters when they began. It is a very wise custom in some communities for parents to teach the letters before children start to school. Such children can be put to reading on entering school, if indeed they do not often begin it before. In three sets of ordinary first readers there are, all told, not more than 700 to 1000 words. Why should any one think it remarkable that a child should spell 1000 words in four months. By arranging the words phonetically and drilling on their sounds, the analogies of the language will be easily learned, and a child will spell an average of 20 words a day for the first two months, and 50 a day the second two months. This will make 2800 in four months. He will do this in this way far more easily than he will learn the 350 words of McGuffey's First Reader by the modern plan of "teaching all spelling from the reader." Put into his hand Appleton's First Reader, and let him read twenty or thirty pages. Take Swinton's, Barnes', or almost any one of many that might be selected, and treat that in the same way; then another. Let the children read the story, tell the story, ask each other questions. They will be interested in the reading of new stories. Don't bother them with much spelling off the book. Don't follow Col. Parker's advice always to have pupils alert for the "new word." It is a thousand fold more important to have them hungry for a *new story*. With spelling taught as I have indicated, there will be no new words to confuse the child mind. That he will read through three First Readers in 4 months is in no sense remarkable. In this there is no cramming, no worrying. There is less labor for the teacher and a healthy *growth* on the part of the pupils,—growth in attention, in power, and in tendency.

Nowhere have I implied that I would have teachers teach vast quantities of numbers and their manipulation. On the contrary, I repeat that if given a chance, with a little *direction* by the teacher, they will teach themselves number naturally and effectually, and their own voluntary practice will give them facility in manipulation. And they will do this with no more danger of "mental dyspepsia" than that they will be afflicted with real dyspepsia because they eat when they are hungry.

Josh Billings may be a very high educational authority; but when I read the lives of Horace Greeley, John Stuart Mill, and hundreds of others who have moved the world, I find, almost with-

out exception, that they formed their habits of mental work young. True, many a precocious youth has been killed by the abominations of school methods, and the unwise means of doting parents; and if a man knows nothing at twenty-six who knew much at six, I should look to one of these two influences as the cause. If I did not find the cause here, I should look to the character of his associates, or the thousand and one influences that tend to demoralize. But I should never expect to find that he was ignorant at twenty-six *because* he knew some things at six.

Mr. Hutchinson says he is not in favor of trying to accomplish much in number the first year. "Better give the time to reading, spelling, conversational exercises," etc. I agree fully. But he says that in nine cases out of ten pupils from neighboring cities and villages are sent back to a lower grade because of deficiency in *this work*. That would indicate that the Toledo supervisors value number work far above reading.

But now to the most serious part of this discussion. He says, "It goes without saying that city teachers work for the average child." Alas, too true! But who is the "average child?" He is a myth; and the teacher who fancies she is working for the "average child" will find herself working for the dull pupils, to the neglect of the bright ones; or for the bright ones to the neglect of the interests of the dull, generally the former. No teacher can succeed who imagines her duty is to the average pupil. She must individualize. She must arrange her work so that each pupil will be working to his full capacity. This is easily accomplished. Indeed, primary teachers endeavor to do this, and if supervisors or superintendents understood the case, it would be generally adopted by teachers in all grades. If adopted, it would accomplish several very important ends: 1. Every pupil would be attaining intellectual growth in the most natural and interesting way. 2. The natural progress of the bright pupils would be a powerful stimulus to the weaker ones. 3. The teacher would learn that her highest work is not the nonsensical work of "developing" words and number to the "average" child, but the directing of growing minds into the vast fields where each may find food suited to his needs. 4. Every new truth discovered by the pupil would give him that wholesome joy, which has been the prime incentive in the evolution of the race. 5. The dullard and the incorrigible will disappear from the school-room forever.

Come, friends, superintendents, supervisors, principals, teachers, let us *think*.

S. D. SANOR.

Youngstown, Ohio.



## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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Preparations for the meeting of the Ohio Teachers' Association at Cleveland, June 28, 29 and 30, are progressing satisfactorily. The committee hope to secure a railroad rate of one fare for the round trip. Definite announcements may be expected in our next issue. All the indications point to a grand meeting.

No meeting of the Association was held in 1876, on account of the Centennial Exposition at Philadelphia. The MONTHLY would suggest a meeting at Columbus next holidays, instead of the summer meeting for 1893, at least a meeting of superintendents, principals, and examiners, since a considerable number of these are wont to gather at Columbus at that time, and we all expect to visit the Columbian Exposition at Chicago the summer following.

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After the receipt of the following private letter from a veteran teacher, we asked and obtained the writer's consent to print it, thinking it too good to be lost.

MY DEAR FINDLEY: I am very much pleased with Dr. E. E. White's article in your last number, especially as my little daughter has been drilled, *ad nauseam*, on the Grube method this winter.

We are given to fads, and "you and I and all of us" have worked through quite a number. I do not want to tickle E. E. W.'s ribs; but in his early days we had outline maps with *his* manual, and some of us sang through a similar system. I could once recite in order the counties of Ohio and the county seats, but this valuable knowledge has for the most part (say 80 counties) slipped from me. I suppose that I filled my pint pot with such matter and had to crowd some of it out with other such.

The trouble is in running systems to death. Some teachers become so cranky in devotion to a system that they forget to inquire if the harvest is worth the toil. I see this in my own specialty, chemistry, to a degree that would seem absurd to a man on the fence. Nine-tenths of the matter offered by the "new laboratory manuals" is of the sort that any decent-witted boy would pick up by himself through absorption, unconscious intuition, without system.

More than this, I feel that the present habit of dallying upon small points weakens the fibre of the pupil. I suppose that the youngsters of the present day are mentally as well off as those of 40 years ago, but I doubt very much if you could find in Ohio a class of 35 boys, averaging 11 years, who would equal Andrew Freeze's first class in the Cleveland High School.

I think that they had fewer topics on hand, and were made to knuckle down to these. The fad *then* was mental arithmetic. My little girl of 10 has arithmetic, geography, physiology, drawing, music, spelling, composition, and invention. Yours, \_\_\_\_\_

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In answering the question whether pupils who pass the required examination under the Boxwell law have the privilege of attending private academies in preference to public high schools, their tuition being paid by their home districts, the *Western Reserve School Journal* is "inclined to think that the law may be liberally construed so as to include private schools, provided their rates of tuition are no higher than those of the public high schools." This would be a very "liberal" construction. The law expressly provides for the payment of the tuition of such graduates from the country schools "as may attend any village or city high school of the county," but nowhere provides for the appropriation of public funds for the support, in whole or in part, of any private academy or other school not under state control. If private academies may be included, why not Catholic and other parochial schools?

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In accordance with the intimation given in our last issue, State Commissioner Miller placed his resignation in the hands of the Governor, who accepted the same and appointed Commissioner-elect O. T. Corson to fill the unexpired term.

Mr. Corson entered upon the duties of the office April 16. We risk nothing in predicting for him a successful career in his new position. He has the entire confidence of the teachers and school superintendents of the State, and he has given evidence of his zeal and efficiency, in the successful efforts he has put forth the past winter in behalf of much needed legislation.

Mr. Miller's term of office was short, less than a year, but he is to be congratulated on what he accomplished and the favor with which his efforts were received. Few men could have accomplished as much under the circumstances. It was the part of common prudence in Mr. Miller not to relinquish his position as a city superintendent, upon his appointment to the office, for the uncertainties of a state election, and the desire to retain the office of Commissioner long enough to complete the annual report and put the affairs of the office in shape to turn over to his successor, was natural and proper. Notwithstanding the peculiarities of his position and the double duties resting upon him, it is doubtful whether any other Ohio State School Commissioner has visited as large a number of counties and delivered as many educational addresses in the same time as he did. He retires from the office with the general hearty good will of the school workers of the State.

### NO RULE WITHOUT AN EXCEPTION.

"Do not waste time in calling the roll of your school" is a very good rule, and yet is it a waste of time to call the roll rapidly, even when we can at a glance see who are absent? In some Sunday Schools it is the custom to ask each scholar whether he has attended church service or not. Wherever this record has been persistently made the attendance of Sunday School scholars at the church service has increased. The calling of the church roll has proved to be a constant reminder of duty. So too, the calling of the roll in the school may prove in the hands of a successful teacher no mere form, no waste of time, but an efficient reminder of fidelity and punctuality in the performance of duty.

M. R. A.

### POLITICAL SPOILS IN EDUCATION.

J. W. Knott, superintendent of the Ohio Institution for the Education of the Deaf and Dumb, has, at the request of the powers that be at Columbus, tendered his resignation, to take effect July 1. In asking his resignation, the trustees were frank enough to confess that, under his superintendency, the Institution has been better managed than at any other time within the last twelve years; but since the Governor wanted the place for a Republican it must be vacated.

This may be good party politics, as such things go in this day, but it is certainly not good educational policy, neither is it good statesmanship nor good common sense. Our educational institutions will suffer in efficiency and in moral tone as long as this policy prevails.

It had been hoped that the Governor would embrace the excellent opportunity afforded of setting a good example, by putting the welfare of the Institution and the interests of the unfortunate youth in it above all partisan claims or interests. Mr. Knott is known to be a man of scholarly attainments, unswerving integrity, and good executive ability; and, moreover, his management of the Institution has not been upon a partisan basis. Scarcely half the employes under him have been of his own political faith. A proper recognition of faithful and efficient management as well as the good of the public service clearly pointed to the retention of Mr. Knott; and the MONTHLY feels called upon to enter this protest against his removal just when he had become sufficiently familiar with the duties of the position to make his services of greatest value.

### IN MEMORIAM.

The schools of Canton have sustained a sad loss. During the week preceding the spring vacation, the principal, Mr. Charles A. Shaw, did not seem to be in his usual health; he would come to his office and classroom, retain his overcoat and still complain of chilliness, but when urged to stay at home he would manfully affirm his ability to do his work.

Friday, he yielded to the imperative demand of nature and kept his bed, grew worse rapidly, and on Wednesday night following, he died.

Mr. Shaw was a young man of thirty-three years; born in Medina, O., a graduate of the schools there, and a graduate of the Western Reserve College at Hudson. Soon after graduation he came to Canton; for two years he was an assistant teacher in the high school and the last ten years has been the principal of the high school and of the central district.

At the funeral, where nothing that could show respect or do honor to him we mourned was forgotten, the most impressive thing was the weeping congregation. On the Friday following Mr. Shaw's death, the Canton teachers prepared a report setting forth their estimate of the character of their lamented associate. Last Friday, the 15th April, a memorial service was held in the high school hall. The exercises consisted of the reading of one of Mr. Shaw's favorite chapters, Ecclesiastes XII.—introductory remarks by Mr. Bushman, the chairman; the reading of the teachers' report and of the resolutions of the board of education; a few brief essays by pupils and former pupils; a recitation of *Thanatopsis*, the last poem of which Mr. Shaw had prepared a memory outline for one of the literature classes; addresses by Messrs. Jones, of Massillon, and Eversole, of Wooster, and a personal application, by the superintendent, of this sad, hard lesson to all.

Mr. Shaw was an admirable teacher. His knowledge was full and exact. His skill in imparting instruction and stimulating thought was rare. His soul of honor would have felt a stain as a wound: His spirit was unselfish, his manner gentle, his presence cheery, his ambition aspiring, therefore did his subtle influence tend to ennoble all who came within its range.

Truly the schools of Canton have suffered loss.

B.

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### WRITTEN EXAMINATIONS.

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We commend to the radical anti-examination people the plain common sense contained in these sentences contributed to the *Boston Journal of Education*.

Perhaps it would be well, if those who advocate the abandonment of written examinations would favor us with a distinct definition for the term. With a strong leaning to this idea I have investigated the system of three large schools claiming that pupils were not promoted upon written examination and find, in their details, written monthly reviews or weekly written tests,—which latter is but a compromise between the old daily marking system and an examination,—or some written test involved somewhere. If pupils are promoted upon any kind of a written test, is it not as much of a written examination as if it were a final examination in writing? If these exponents of some new measure of judging of pupils' merits for promotion can show as many advantages gained as would be lost on the average, they will not lack for followers. That written tests are not generally abandoned determines that nothing practical as a substitute has been produced. To establish some just judgment and impartial discrimination, a standard must exist. No doubt the judgment of the teacher goes a great distance, and yet the teacher is often disappointed in results, or it may vary from others, or worst of all, her favoritism manifests itself and after promotion a pupil thus unduly thrust forward suffers long and severely for it. These are not theoretical but every-day hard facts drawn from many years of experience in large

schools, surrounded by all the variations of which it is possible. Hundreds of teachers can testify to their correctness. Substitute oral tests and you place the pupils at a disadvantage. A happy combination of monthly reviews, written examinations twice a year, and of the teacher's opinion, is sure to prove advantageous and present less points for disapproval. I have yet to find a really just, meritorious, and advantageous method of promotion without some form of written examination. Any written test is an examination, twist it how you will. Abandon all tests and we may as well move pupils on in bulk, regardless of any individuality whatever.—W. B. DIMON.

This, also, from George W. Welsh, the level-headed superintendent of the schools of Lancaster, Ohio, in his last annual report:

"Notwithstanding all that has been said and written on the subject of examinations in the public schools, during the past few years, we have found no good reason to abandon the methods adopted several years ago, as a basis for promotion of pupils. At the end of each term two grades in each branch of study are recorded for each pupil. One of these grades is the estimated grade of the teacher, based on the daily work of the pupil. The second is the grade of the pupil, obtained on a written examination. The questions for the written examination, are prepared by the Superintendent, and are designed to test the mental grasp of the pupil, as well as his knowledge or retention of facts. The average of the grades thus obtained, determines the pupil's standing at the close of the year.

Pupils obtaining an average grade of 70, with no grade below 60, are promoted. Attendance, effort in study, and conduct are taken into consideration in determining the grades of pupils. Our course of study and rules are not so inflexible that a pupil cannot be promoted except at a fixed time, but whenever a pupil is found to be prepared to do work in advance of his class, he is promoted. Such promotions are quite frequent in our schools every year."

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### ETHICAL TRAINING IN PUBLIC SCHOOLS.

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A monograph with the above title, written by President Charles De Garmo, of Swarthmore College, has been published by the American Academy of Political and Social Science, Philadelphia. The avowed purpose of the author is "to find within the available resources of the public school a basis for the best possible moral training that can be given in a non-sectarian institution." This is a laudable purpose and one with which every true friend of popular education is at once in hearty sympathy.

At the outset, the author invites attention to what he deems a valid and essential distinction in morality; namely, "On one side morality is subjective and individual, while on the other it is objective and universal." The first views man in relation to himself, and conscience is the supreme guide; the other views man in relation to his fellow-men, and the laws of social and political life, written and unwritten, become his guide. "The subjective side of morality is the peculiar province of the church, the objective of the state. Religion may promise release from penalty upon change of disposition merely; but the state must make evil deeds return upon the doer, whether he repents or not." And herein the author finds the fundamental reason for the separation of church and state.

The second of these phases of morals, it is claimed, has not hitherto received its due share of attention in schools. In striving to make the conscience tender, and imperative in its demands, we have done well, but we have not done all. Our task is a double one. "We must not only make obedience to conscience the supreme law of the soul, but we must impart to the child those ethical ideals that form the content of the highest morality." The teacher's problem is "to bring about a permanent harmony between the individual, subjective disposition of the heart, and the laws that condition the stability and progress of human society."

Corresponding to these two phases of morality are two kinds of moral training. The one reaches the will through the exercise of authority backed by the fear of punishment; the other touches the heart through the inherent beauty and desirableness of the good and right in contrast with the inherent deformity and hatefulness of wrong. It must be the aim "to interest the child in the actual ethical content of objective morality, hoping in this way to enlist his disposition in favor of right moral action." In this connection, the author goes on to say: "What the schools appear to need, if they are not to have direct religious instruction, is something that has the same essential content in forms capable of arousing the spontaneous attention and permanent interest of the children. Interest of this sort naturally culminates in desire and motive, so that if we can awaken this interest in that which is rich in ethical content, we shall have no difficulty in developing the right sort of disposition in the children. When this is done the problem of securing habitual right action is greatly simplified."

These are well rounded sentences, but their "content" seems rather vague and mystical. Just what that "something" is which is to be the substitute for "direct religious instruction" does not plainly appear.

As we read on we find the author saying, "Conformity to the rules of the family, the school, the church, the state, the business world, is a practical education in morality that we can not spare." True. "But, however excellent and indispensable this training may be, it is not entirely adequate to our needs. Men are continually tried by our courts, prisoners are perpetually led to jail, the prisons are always full, the gallows never without a victim." True again. What then is wanting?

Our author turns to history. He hopes to find in the bitter lessons of the past the embodiment of ethical ideals which shall serve an educational purpose. "The highest function of history is an ethical one. It portrays the ultimate consequences of man's volition on a large scale." Surely this may be relied upon to give the young correct ideas of ethical principles, and to enlist their dispositions on the side of right. But youth, and even adults, are not always capable of interpreting correctly the teachings of history. "Centuries often stand between a deed and its ultimate consequences." Untrained minds, not being able to unravel the tangled skeins of right and wrong, too often settle down into unthinking partisanship. Though history has ethical value, it will not do as a main reliance in ethical teaching. It is "efficient but not sufficient."

The next appeal is to the ideal embodiment of ethical content in literature. The author turns with confidence to the realm of imaginative and dramatic literature, assured of finding there "the ruling ethical ideals of the world, embodied in such a form as will guide the imagination and hold the interest of the young." We are assured that "the criminal world is such, largely because it has not imagination enough to see the inevitable consequences of its deeds. . . . The hard lines of the 'practical,' materialistic education demanded by so many of the present day leave no room for a culture of the humanistic feelings; for a development of those high ideals of life and duty that can originate only in a refined imagination, or of that constructive imagination that enables the youth to see a deed, not only in its sensuous attractiveness, but also in its ultimate consequences."

It is well to remember, in this connection, that there is bad as well as good in imaginative literature, and no way has yet been found of inducing even a majority of our youth to eschew entirely the bad and choose only the good. The Dick Turpins of our day are not unfrequently found with pockets well filled with imaginative literature. Good imaginative literature may be efficient in ethical training, but it is not sufficient.

The author finds reinforcement of the ethical teaching of history and literature in the "perpetual illustration of ethical and unethical principles reduced to concrete practice" as we see it in the daily life about us; and "in addition to the ethical relations that should exist between men as individuals, there is a set of larger and not less important ethical relations that should exist between the individual and bodies of men in their collective capacity, i. e., between the individual and the various institutions of society, particularly the state."

The natural inquiry here is, whether the influence of the business and political relations of men, apart from every other consideration, is more for good or evil. In these, too, there may be some efficiency but they are not sufficient.

The trouble with Mr. De Garmo's treatment of this subject is that he leaves out the essential thing in ethical training, without which all else is of little avail—the foundation upon which all ethical training of real value rests; and that is, a clear and full recognition of individual accountability to God. The pamphlet seems like another of the many attempts made in this day to find a way to be good without God. It is virtually the same question that was raised more than three thousand years ago, and no improvement has since been made to the answer then given. An old writer asks and answers as follows:

"But where shall wisdom be found? and where is the place of understanding? Man knoweth not the price thereof; neither is it found in the land of the living. The depth saith, it is not in me; and the sea saith, it is not with me. It cannot be gotten for gold, neither shall silver be weighed for the price thereof. . . . The price of wisdom is above rubies. . . . Whence then cometh wisdom? and where is the place of understanding? seeing it is hid from the eyes of all living, and kept close from the fowls of the air . . . God understandeth the way there-

of, and he knoweth the place thereof. For he looketh to the ends of the earth, and seeth under the whole heaven; to make the weight for the winds, and he weigheth the waters by measure. When he made a decree for the rain and a way for the lightning of the thunder, then did he see it and declare it; he prepared, yea, and searched it out. And unto man he said, *Behold, the fear of the Lord, that is wisdom; and to depart from evil is understanding.*"

Another old writer of excellent repute similarly asks and answers: "Wherewithal shall a young man cleanse his way? By taking heed according to thy word."

The solution of this important problem of ethical training in public schools does not lie in the direction of either extreme. It will not be found in the creeds, catechisms or ritual of any or all religious sects; nor will it be reached by the exclusion of God and the teachings of his word from the schools. There can be no safe and sound basis for a scheme of moral training which does not recognize the natural and normal relations of the child as a creature of God, deriving life from Him and accountable to Him. No high estimate can be placed on the moral character of man or child who has never been taught to know and acknowledge his obligation to God. It was with clear vision that Horace Greely uttered these words: "The true idea of God clearly unfolded within us, moving us to adore and obey Him, and to aspire after likeness to Him, produces the highest and best growth of our nature. No other power is so efficient in the development of our race as a vivid conception of God's active presence and conscious, intelligent interest in human affairs."

When a child has been taught to recognize and acknowledge its accountability to God, it is prepared to derive profit from the ethical lessons of history and literature, and not till then.

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### "HARD TIMES."

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When through with the reading of *Hard Times* an evening or so ago, I began to question myself as to whether there was any special cause for the intense interest I had felt in the book other than that interest proceeding from the genius of Dickens, which has always seemed to make his characters live, and which has consequently given a great charm to his works in spite of his prolixity and of the mistakes into which he falls through his lack of fine scholarship. I felt that certain characters had held my special thought, even my special love. I knew, too, that came from the reading of the book with a most pronounced lesson, in spite of the fact that my literary conscience is opposed to getting mainly the didactic from poem and novel, believing most emphatically that

"Beauty is its own excuse for being."

I found that my special interest came from the educational problem discussed in its pages. Discussed is probably not the proper word to use; since the problem is not formally treated, but is solved in the development of character.



Louisa Gradgrind, the most interesting product of the Gradgrind philosophy, Rachel, an honest workwoman of touching, beautiful fidelity in her friendship for Stephen, and Sissy Jupe, showing in her life that heart culture sometimes wins its way where intellectual culture is unavailing, were to me interesting types of womanhood developed under diverse circumstances.

Louisa Gradgrind had been educated in accordance with the ideas of her father, a most intense apostle of the doctrine that the chief end of man is to collect facts. Everything that interfered with this business of collecting the useful was to be crushed out of her life. And so thoroughly did this "eminently practical man" carry out his ideas in the education of Louisa and her brother Tom that he was struck with horror when he at one time discovered them trying with all their youthful energies to peep into the circus to see "Sleary's Horseriding", and get a glimpse, perhaps, of the "highly trained performing dog Merrylegs." Fancy, with its useless wings, was to be kept away from these children; and in the exclusive cultivation of the intellect little room was to be left for the growth of the flowers of affection. Tom longed all the time for the forbidden; and with an original weakness of character that seems to have been an inheritance from his mother, wins from us only that sympathy which comes from the feeling that even his weak character might have developed into something stronger under more favorable influences. But for Louisa there is always love and pity. If at times there is a revolt against the almost total absence of the moral beautiful that seems unwomanly, the thought comes that she is only a splendid type of the training to which she has been subject. But one affection would never be crushed out,—her devoted love for her graceless brother Tom. That love, while at one time it nearly led to her ruin, was the means of keeping the heart from utter sacrifice to the intellect, and of bringing the loveliness of womanhood back through the tender ministrations of Sissy Jupe, who felt with her affections where she could not see with her intellectual faculties. Although George Eliot's "Maggie Tulliver" is so much nearer lovely womanhood than Louisa Gradgrind, yet the latter recalled the former because the whole undertone of Maggie's life was devotion to a selfish brother Tom.

Rachel's education came from the hard circumstances of her life, which under a profound faith in God developed in her sterling honesty and most loving unselfishness for the poor and needy around her, and yet left her without the power to read character and actions sufficiently to know from the first that Louisa had been guilty of nothing treacherous in her dealings with her and Stephen.

Sissy Jupe, who could not be trained even by Mr. M'Choakumchild so that she would refrain from saying that "she would have flowers in the carpet on the floor because she loved them so, not having a mind that could be filled with facts, seeming to present a problem that could not be solved by the teachers of the most approved pattern or by the chief apostle of the Gradgrind philosophy, holding fast to the faith that her father would come back to her again, and never losing the feeling of gratitude to the peculiar but kind-hearted Bohemians who had helped

her in her days of need, developed into a woman strong in purity and strong in love, ready to serve others in their hour of direst need.

These may seem strangely serious thoughts to bring from the reading of a story from the pen of one whom Andrew Lang calls "the greatest comic genius of modern times." But they were stronger even than recollections of the inimitable humor in the scene where Sleary describes the search made for him by Merrylegs, the wonderful dog, in order to inform him of his master's death; or of the thrilling interest to know whether Stephen could be rescued alive from the deep pit into which he had fallen.

The villain Harthouse, with his "having-exhausted-the-world-and-the-treasures-thereof" air, the abominable, coarse Bounderby whom I disliked too much to laugh at even when he was ridiculous, his strange old mother coming and going in the most mysterious manner and keeping ever in the background who she was that she might not disgrace the ungrateful being whom she so strangely adored, Mrs. Sparsit, a fair type of those whose only glory is having belonged to a "Family," Stephen Blackpool, the strangely unworldly workman with his life of such deep pathos, Mr. Gradgrind, the victim of "figures and averages,"—an occasional feature of whom I find among the schoolmasters of the present day,—Tom Gradgrind, the "whelp" too much disliked by Dickens considering how certainly he was the product of the education to which he had been subjected, Bitzer, the second cousin in the realm of spirits to Uriah Heep, had all become to me realities.

But the deepest impression before I read any criticisms of the book was that of its bearing on educational problems; the "false political economy" of which one critic speaks as the most prominent feature of the book having been in the background until my attention was called to it. However, the relationship between questions of social science and educational questions is so close that the two subjects cannot be divorced. The employer is unjust who does not compensate his workmen fairly and also leave them some leisure time. It is the duty of the educator to train those under his care to honest work, and to do all in his power towards creating a taste for filling the leisure hours with pure and wholesome pleasures. When we look closely for the cause of the sin and misery in the world, I think we shall find that more of it comes from not wisely enjoying leisure time than from any other source. The education to see "figures and averages and nothing else" leaves this time wholly unprovided for.

Dickens found great difficulty in naming this work of his. He called in John Forster to assist him and sent to him, the following titles and asked for his choice: 1. According to Cocker. 2. Prove it. 3. Stubborn Things. 4. Mr. Gradgrind's Facts. 5. The Grindstone. 6. Hard Times. 7. Two and Two are Four. 8. Something Tangible. 9. Our Hard-Headed Friend. 10. Rust and Dust. 11. Simple Arithmetic. 12. A Matter of Calculation. 13. A Mere Question of Figures. 14. The Gradgrind Philosophy. Dickens was in favor of 6, 13, and 14. Forster preferred 2, 6, or 11. As both agreed on 6, that was chosen.

The book was dedicated to Carlyle. It is interesting to note the dif-

ferent opinions held of it by Macaulay and Ruskin. The former writes in his private diary, Aug. 12, 1854: "I read Dicken's *Hard Times*. One excessively touching, heart-breaking passage, and the rest sullen socialism;" while the latter speaks of it as a "work to my mind, in several respects the greatest he has written."

Edwin P. Whipple in speaking of the book says: "The bleakness of the whole representation of human life proceeds from the Gradgrind Philosophy of Life, which emphasizes fact and denounces all cultivation of the sentiments and the imagination."

One who is in no sense a Gradgrind Philosopher has written for us sweeter wisdom in

"Than I said, 'I covet truth;  
Beauty is unripe childhood's cheat;  
I leave it behind with the games of youth.'  
As I spoke, beneath my feet  
The ground-pine curled its pretty wreath,  
Running over the club-moss burrs;  
I inhaled the violet's breath;  
Around me stood the oaks and firs;  
Pine-cones and acorns lay on the ground;  
Over me soared the eternal sky,  
Full of light and of deity;  
Again I saw, again I heard,  
The rolling river, the morning bird;—  
Beauty through my senses stole;  
I yielded myself to the perfect whole."

Columbus, O.

MARGARET W. SUTHERLAND.

## EDUCATIONAL INTELLIGENCE.

—Schools of Findlay, Ohio, now enroll 3700 pupils, with 165 in high school department. There are 80 teachers in the corps, and all goes on prosperously.

—Beaver Creek Township High School held commencement exercises April 28—seven graduates. R. W. Mitchell, township superintendent, Miss Villa Moore, assistant.

—The schools of Barnesville, under the superintendency of Joseph Rea, have an enrollment of 540 pupils, with a graduating class of twenty-nine—the highest enrollment and the largest graduating class in the history of the schools.

—A device used by Supt. Jones, of Bellaire, to secure efficient work on the part of pupils deserves mention. He requires the teachers to report occasionally the number of pupils who are doing their best. Such a report made in March showed that 1086 out of the 1562 enrolled were believed by their teachers to be doing their best.

—The S. W. O. T. A. held a meeting at Hamilton, April 23. Papers were presented and discussed as follows: "Our Aim in High School Work," Ida Mabel Fiske, Middletown, O.; "World's Fair," Supt. C. C. Miller, Hamilton, O.; "How Are We to Get Better Results Out of Our Work?" Supt. J. W. MacKinnon, London, O.; "What I Saw in the Schools of Germany," Minnie Mohr, Westwood, O.

—The Caledonia Schools close May 6, with graduating exercises;—W. V. Smith, superintendent.

—The graduating exercises of the Bethel township, Clark county, High School were held April 22—10 graduates—W. W. Donham, superintendent.

—Col. D. F. DeWolfe, for a number of years superintendent of the Toledo schools, and afterwards State Commissioner of Common Schools, is devoting his time to the management of his plantation of nearly 1000 acres, near Madison, Ga.

—The schools of Germantown, Montgomery county, under the superintendency of J. F. Fenton, are in prosperous condition. Arbor Day was observed with tree planting and other appropriate exercises. Commencement occurs May 20,—12 graduates.

—Pike township, Clark county lays claim to the honor of having the first commencement under the Boxwell law. There were but two graduates, but the exercises were interesting and listened to by a crowded house at North Hampton. Grace Schautz and Emma Argabright were the graduates.

J. R. C.

—Prof. Albert A. Michelson, of Clark University, Worcester, Mass., has been invited by the international bureau of weights and measures to spend the coming summer at the bureau's laboratory at Breteuil, near Paris, for the purpose of establishing a metric standard in terms of wave lengths of light.

—The schools of Washington township, Montgomery county, under the superintendency of T. S. Fox, are thoroughly organized, having a good high school in a good building, well attended. The second annual commencement was held April 20—annual address by Supt. J. F. Fenton, of Germantown. Mr. Fox has been re-elected for a term of three years.

—Henry F. Bourne, of Norwich, Conn., has accepted the chair of History in the Woman's College of Western Reserve University, and Miss Emma M. Perkins, of Cleveland, the chair of Latin. Professor Bourned declined some time ago a position in the University of California. Miss Perkins was valedictorian of her class at Vassar and is widely known as a very able teacher.

—We made mention some time ago of Dr. Bennett's very successful efforts to establish a free city library in a building of its own, at Piqua. We now have the pleasure of announcing similar successful efforts of Dr. Bennett and others to organize a Young Men's Christian Association. The sum of \$22,000 has been raised for a building. These are examples of the good an earnest superintendent may accomplish in his community.

—A declamation contest was held at South Charleston, April 22, participated in by representatives from the high schools of Xenia, London and South Charleston, with Supt. J. A. Shawan, of Columbus, Rev. A. A. Murphy, of Springfield, and Mr. T. W. Marchant, of Washington, C. H., as judges. Miss Josie Whittington, of Xenia, the youngest of all the contestants, took the first place, and Miss Mabel H. Slutz, of London, the second.

—The increasing popularity of their Geographical Magazine and the demand for bound volumes of last year's issues have lead the Goldthwaites to consider the question of republishing from new plates the volume for 1891. They propose to supply them at \$2.50 a copy, providing a sufficient number of orders are received to warrant in so doing. The work is of great value to teachers.

—The summer meeting of the N. E. O. T. A. will be held at Canton on Saturday, May 28. The committee expect to secure reduced railroad rates. The program is as follows: Inaugural Address, Supt. F. Treudley; "How can a High Standard of Scholarship in our High and Preparatory Schools be Maintained?," Prof. Geo. A. Jewett; Memorial for Prof. Chas. A. Shaw, Miss Minnie B. Bradley; "Professional Candor," Prof. E. L. Harris.

—The teachers of Lorain county held a meeting at Elyria, April 23, with program as follows: "Tardiness in Country Schools," J. W. Severy, Avon; "Physiology," Dr. W. F. McLean, Elyria; Hot dinner prepared especially for the teachers, at 25 cents; "The Dull Boy," Miss Fanny J. Hosford, Oberlin; An Hour with Shakespeare, including readings from "The Tempest," Prof. W. B. Chamberlain, Oberlin. Music furnished by Prof. Harding, Oberlin. *Executive Committee*, H. M. Parker, Miss E. N. McConnell, Mrs. William Day; J. J. Ginsté, *President*.

—The Greene County Teachers' Association held a meeting at Xenia, April 9th, with the following program: "Patriotism in the School," Supt. F. S. Colvin, New Burlington, O.; General discussion; "Mathematical Geography," Supt. Geo. S. Ormsby, Yellow Springs, O.; General discussion; Meetings of the Township Organizations in the rooms of the Central school building; "The Power of the Ideal, or the Ideal the Type and the Inspiration of the Actual," Dr. T. H. Pearne, Xenia, O.; "A Talk," Hon. O. T. Corson, State Commissioner of Schools.

—October 12, 1892, is the 400th anniversary of the discovery of America. The Columbian Exposition grounds at Chicago are to be dedicated on that day, and it is proposed that the day be observed by an appropriate celebration in all the schools of America. On that day the Stars and Stripes should float from every school-house in the Republic. An executive committee has been appointed, of which Francis Bellamy, of Boston, is chairman. The committee will furnish a program of exercises, which may be modified to suit circumstances. Let every school in Ohio observe the day.

—Before his retirement from office, Commissioner Miller issued an address in very neat form, to teachers, pupils, school officers and friends of education, concerning Arbor Day, recommending the observance of the day, giving helpful suggestions concerning a program, and proposing a formal vote by the pupils on a State tree and a State flower, the result to be sent to the Commissioner's office for compilation. We regret that this proposition did not reach us in time for our last issue; Arbor Day will be past before this reaches our readers. We suggest that schools not receiving the notice in time still take a vote and send it to Commissioner Corson at Columbus.

—The teachers of Summit county held their last meeting for the school year at Akron, April 9. John Woodling read a good paper on *The Teacher Out of School*, which elicited a lively discussion. The Discussion of Two New Laws was opened by W. M. Webb, followed by others. The drift of sentiment was decidedly in favor of sustaining and carrying out the two important measures adopted recently by the Legislature. Miss Maria E. Huck read a carefully prepared paper in which she considered the relative advantages and disadvantages of city and country schools. Mrs. Ellen P. Miller and others followed in the discussion. The exercises were enlivened with music, by Miss Minnie Bauer, and concert reading and recitations, by pupils from Fairlawn school.

—The Tri-County Teachers' Association (Wayne, Ashland and Medina) will hold a session at Ashland Friday evening and Saturday, May 20 and 21. Saturday's program consists of ten questions and topics for discussion. Friday evening is devoted to the graduation exercises of the country schools of Ashland county. In response to suggestions of Supt. Thomas, of Ashland, made through the county papers last autumn, about half the townships of the county entered into the scheme of country school graduation. Examinations were held in March, and 80 out of 126 applicants passed successfully. To each of these a certificate will be given. The exercises, consisting of original orations, essays, declamations and music, will be held in the opera house. The class address will be delivered by Rev. J. C. Elliott, of Rittman. A new day is dawning upon the country schools of Ohio.

—The Champaign County Teachers' Association held its fourth bi-monthly meeting at Urbana on Saturday, April 16.

State School Commissioner Corson spent his first official day with us, delivering an able address upon "The Individuality of the Teacher."

There was a large attendance of teachers present to greet the new commissioner and they were fully repaid for coming. Supt. J. F. Keating, of the Lena-Conover schools, spoke upon "The Teacher's Preparation," and J. C. Ridge, the popular agent for the American Book Company, favored us with "The Cider Mill."

Supt. Vance, for the executive committee, announced that the institute would be held during the weeks of Aug. 8 and 15. The instructors for the first week are Prof. Brumbaugh, of Pennsylvania, and Supt. Sadler, of Perrysburg. Supts. A. B. Johnson, of Avondale, and J. A. Shawan, of Columbus, will be in charge during the second week. Supt. Mulford spoke of the O. T. R. C. This is the second year for the work in Champaign county and there are sixty-one members, forty-nine having read the course last year. This has been a good school year in Champaign county.

The meetings of the Association have been largely attended. The addresses have been excellent, such men as A. B. Johnson, C. C. Miller, O. T. Corson and Rev. Dr. Helwig, former president of Wittenburg, having been present. The meetings have been enlivened with good music by the talented citizens of Urbana, and much interest has been shown by the friends of education in the city.

—Some of the politicians of Greenville, Darke county, have taken the good people of that town by surprise. Failing at the polls to get control of the schools, they pushed through the Legislature in its last days, under a suspension of rules, a bill abolishing the board of education and the city school district, creating a special district, and giving the probate judge power to appoint a board of education. The bill was designated Senate Bill No. 305, and became operative on its passage. This is one of the ways of taking a superintendent's scalp,—such, we understand, was the purpose in this case. It is generally conceded that Superintendent Cromer has built up and greatly improved the schools, and that they continue in excellent condition. But a few malcontents conspired with the politicians to his undoing, with the result above indicated. We understand the case has been carried into circuit court to test the constitutionality of the act. If the law is sustained, school superintendents will not have much ground of security while the Legislature is in session.

—The eastern Ohio and western Pennsylvania Superintendents' and Principals' Round Table held its spring meeting at Meadville, Pa., March 25 and 26. "School Banks" was ably presented by Supt. Wm. MacGowan, of Warren, Pa.; "The Basis of Language Work," by Supt. J. B. Richey, of New Brighton; "Do County Institutes Pay?" by Supt. J. W. Cannon, of Sharon; "Manual Training," by Supt. Crawford, of Tideoute, Pa.

Supt. F. Treudley, of Youngstown, presented a plan for the improvement of city schools through teaching by groups rather than by grades. This plan is now in operation in the Central schools, Youngstown, in charge of Principal S. D. Sanor.

The chief interest of the meeting centered in the discussion of a paper on "Mistakes and Essentials in Methods of Teaching Primary Reading," by Principal S. D. Sanor. Those taking part in this discussion were Supt. Hotchkiss, Meadville, Supt. Cannon, Sharon, Supt. Bullock, New Castle, Supt. Babcock, Oil City, Supt. Crawford, Tideoute, Miss Dunn, a leading primary teacher of Meadville, and others. The paper took strong ground against the abuses which have fastened themselves upon our school system in the name of the "new" education. The view was heartily supported by nearly all who took part in the discussion. The next meeting of the Round Table will be held at Youngstown, Oct. 13 and 14. The executive committee, Supt. John E. Morris, of Greenville, Pa., and Prin. S. D. Sanor, of Youngstown, will take it as a great favor if those having any special subject which they would like to have discussed by the round table, will notify the committee early in regard to the same. The Round Table is certainly doing a good work. S.

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### PERSONAL.

—Messrs. Matthews and Allbritain will return to their old places in the school commissioner's office after May 15, succeeding Messrs. Wolfe and Zellar who served under Commissioner Miller.

—Miss Clara Wheatley, of Medina, has been called to a position in the Elyria High School.

—Superintendent E. L. Abbey has been unanimously re-elected at Cambridge for next year.

—D. W. Tussing has resigned the presidency of the Ohio Central Normal College at Pleasantville. He is succeeded by J. H. Brown.

—E. W. G. Vogenitz, late of Tuscarawas county, Ohio, is one of the instructors announced for the summer normal institute at Northwood, Iowa.

—W. McK. Vance, who one year ago succeeded A. C. Deuel in the superintendency at Urbana, has been re-elected for a term of three years.

—T. L. Simmerman, of Mt. Carmel, Clermont Co., and his entire corps of teachers have been re-elected without making application, for the fourth year.

—C. C. Davidson, after seven years of efficient service as superintendent of the schools of Alliance, declines re-election. He has been chosen president of a bank in his own town.

—Supts. E. H. Webb, E. F. Warner, and W. H. Mitchell are to assist in the work of the summer session of the Sandusky Business College. The last named has just been re-elected superintendent of schools at Monroeville for three years. He has already been there nine years.

—Jonas Cook, who spent fourteen years in school work in Ohio, and for the past five years has superintended the schools of Harper, Kansas, expects to retire at the end of this year. He will divide his time between his farm and the editing of a county newspaper.

—John E. Morris, of Greenville, Pa., is to succeed C. C. Davidson in the superintendency of the Alliance schools, at a salary of \$1500. We shall gladly welcome Mr. Morris back to Ohio, at the opening of the next school year. He belongs to Ohio, and Ohio claims her own.

—F. M. Hamilton is approaching the end of his nineteenth year as superintendent of schools at Bucyrus, and he has been unanimously re-elected for another term of three years. The present enrollment in the schools is the largest in their history, with a graduating class of twenty-four.

—Dr. C. W. Bennett has been unanimously re-elected to the superintendency of the Piqua schools for a term of three years, at an annual salary of \$2300—an increase of \$300. He has already served eighteen years in that capacity, and has had six successive elections for three years.

—W. D. Corn and A. D. Bruce, two excellent teachers of Lawrence county, have been nominated for the offices of county auditor and county recorder respectively, and their nomination is supposed to be equivalent to an election. Congratulations. We know them both and know them to be worthy.



—F. W. Alden, one of Greene county's live teachers, will remove to Ft. Wayne, Ind., at the close of the school year, to engage in business there.

—R. H. Holbrook, Miss Anna L. Holbrook, and C. C. Miller are among the instructors and lecturers announced for the Seashore Normal Institute, to be held at Martha's Vineyard for four weeks beginning July 18. The attendance is limited to 100.

—J. C. Hartzler, of Newark, member of the Ohio State Board of Examiners, was one of the instructors in the Detroit city and county teachers' institute, first week in April. He was associated with State Supt. Wells, of Iowa, and State Supt. Draper, of New York. There were about 700 teachers in attendance.

—The readers of the MONTHLY will be pleased to learn that our good brother Reuben McMillan is improving in health. He writes inclosing a check for his subscription and adds this pleasant note:

"Each number of the MONTHLY is worth to me the whole subscription price. I learn from it what you are all doing. I am glad to announce to you that every one, including the Doctor, says I am improving, but so slowly as to be scarcely perceptible. I hope to meet you all at the annual meeting of the State Association."

—A letter from Mr. Henry M. James, dated Paris, April 9, says: "We are staying at the same hotel with Prof. B. A. Hinsdale and his family, and the six of us are doing this beautiful and sinful metropolis together. Last Saturday we visited Versailles and reviewed a great deal of history. Thursday we went to St. Denis and saw the tombs of the French kings. Tuesday we went to St. Cloud, and yesterday to St. Germain and Malmaison, at the last of which places we did honor to the grave and monument of Josephine. We expect soon to visit Dresden and Berlin, making short stops at two or three other points, getting back to London in a month or six weeks. After two or three weeks more in London, it is our plan to go by easy stages to Scotland, so as to see as much as we can of rural England and reach Scotland by the time the Highland excursions begin. We hope to sail from Glasgow in time to be at the Saratoga meeting of the N. E. A."

## BOOKS.

*Outlines of Lessons in Botany.* For the Use of Teachers, or Mothers Studying with their Children. By Jane H. Newell. Part II: Flower and Fruit. Illustrated by H. P. Symmes. Ginn & Co., Boston. 1892.

The lessons are simple and pleasing. The book talks to the young student much as an intelligent mother or a good teacher would. An appendix of nearly 100 pages contains schedule for plant description. There is also an index and glossary and an index of plants.

*The Information Readers.* No. 3. Man and Materials. By Wm. G. Parker, M. E. School Supply Company, Boston.

The aim of this series of readers is instruction rather than elocution—instruction calculated to make the pupil intelligent concerning the

busy life of the world about him. A considerable portion of this third book is devoted to coal-mining, gas-manufacture, iron, gold, silver, lead, tin, graphite, pins and needles, tree-products, etc. Young people into whose hands these books fall will require no urging to read the lessons they contain.

*Xenophon's Hellenica.* Books V-VII. Edited on the basis of Buchsen-schutz's Edition by Charles E. Bennett, Professor in Brown University. Published by Ginn & Co., Boston.

These last books of the *Hellenica* are somewhat fragmentary and incomplete. They deal with the decline of Sparta and the Rise of Thebes, but rather in the form of memoirs than as connected history. In general style and typography the book is uniform with the other books of the college series of Greek authors. The notes and references are for the most part on same page with the text.

*Soll und Haben.* A novel. By Gustav Freytag. Condensed from the original and Edited with English Notes for the use of American Schools and Colleges, by Ida W. Bultmann, Teacher of German in the Norwich Free Academy. Boston: Ginn & Co.

Freytag's *Soll und Haben* ranks among the best of modern German novels. We have it here in an abridged form, carefully annotated, for the use of English speaking students of German. The author was born in 1816 and is still living.

*French Schools Through American Eyes.* A report to to the New York State Department of Public Instruction. By James Russell Parsons, Jr. C. W. Bardeen, Publisher, Syracuse, N. Y.

The account of Prussian elementary schools which appeared last year as an appendix to the annual report of State Superintendent Andrew S. Draper, of New York, attracted much attention in educational circles throughout the country. We now have from the same source probably the best statement of just what the elementary schools of France are doing that has ever appeared in English. It is a clear exhibit of what the French system of primary instruction is and the provisions for carrying on the work. This volume is uniform with that containing the report on Prussian schools, issued by the same publisher.

*Selections from Goethe's Poetical and Prose Works.* With Copious Biographical, Literary, Critical and Explanatory Notes, a Vocabulary of Difficult Words, and an Introduction Containing a Life of Goethe. For School and Home. By Dr. Wilhelm Bernhardt. D. C. Heath & Co., Boston.

Carlyle has characterized Goethe's style as "the most excellent that our modern world, in any language, can exhibit." This taken in connection with the very wide range of subjects which engaged his pen makes his writings the fitting and crowning study for advanced students of the German language and literature. These "Selections" are not mere detached extracts, but largely complete specimens of a character to enable the student to appreciate the author's quality—his versatility and universality. Estimates of Goethe and his works, by such authors as Emerson, Carlyle, Bayard Taylor and Edward Everett Hale are given in English.

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# OHIO EDUCATIONAL MONTHLY

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—AND—

## THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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### SCIENCE BETWEEN FIFTH AND TENTH YEARS OF SCHOOL LIFE.

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[Read at a Meeting of the South-Eastern Ohio Teachers' Association at Marietta.]

Many years ago a man by the name of Robert Raikes was sufficiently far-seeing to grasp the idea that the child is the parent of the later man and woman, and went energetically to work to put it in practice by establishing a school to teach the poor urchins of Gloucester morals and letters. Encouraged by the wonderful results obtained by this humble philanthropist, the various religious sects embraced his idea more fully than had been done in the past, and developed it into the Sunday school of to-day. Recently a society of French sceptics sent a representative from amongst its members to this country to make a careful study of our institutions, and to seek, not only for the cause which has made our nation so marvelously successful, but for the mainspring of that distinctive character which the European so much admires in the American. Upon his return he published a book on his observations, and closed it with the statement that in his opinion the cause above all others which has made the American what he is, and his nation so progressive and successful, is to be found in an insti-

tution which they call the Sabbath school and which they have carried to great perfection. It seems singular that the success in the moral training of children should not have been more appreciated from the outset by educators, and that similar principles and methods might be applied with equal success in secular education.

It is necessary in dealing with such a subject as this to define clearly the term science; to distinguish between science as a collection of classified facts with their relations and the conclusions that may be drawn from them, and science in a broader and less technical sense as applied in all methods of scientific reasoning and investigation. Empirical science seeks to attain facts exactly and in sufficient number to serve as a foundation for a superstructure; then to group these correctly in appropriate classes, and finally to arrange the several classes into a harmonious system. In order to facilitate dealing with the mass of facts obtained, the uniformities observed in the various classes are summed up into general propositions, called laws. The relations of cause and effect are next sought, and thus arise hypotheses and theories. Again, science in the broader sense, or as Jevons expresses it in his Principles of Science, the "Scientific Method", "consists in the discovery of Identity amidst Diversity." To quote further from the introduction to this admirable work: "Nature is a spectacle continually exhibited to our senses, in which phenomena are mingled in combinations of endless variety and novelty. Wonder fixes the mind's attention; memory stores up a record of each distinct impression; the powers of association bring forth the record when the like is felt again. By the higher faculties of judgment and reasoning the mind compares the new with the old, recognises essential identity, even when disguised by diverse circumstances, and expects to find again what was before experienced. It must be the ground of all reasoning and inference that *what is true of one thing will be true of its equivalent*, and that under carefully ascertained conditions *Nature repeats herself*." Professor Huxley makes a still broader statement when he says, "To my mind whatever doctrine professes to be the result of the application of the accepted rules of inductive and deductive logic to its subject-matter, and accepts, within the limits which it sets to itself, the supremacy of reason, is science. I conceive that ordinary geometry is science, by reason of its methods, and I also believe that its axioms, definitions and conclusions are all true."

The study of the facts presented by Nature is but one of the applications of the scientific method. We have the science of rhetoric, of history, of language, and in fact when any subject is pursued in the same spirit it is entitled to be called a science.

By the phraseology of the subject assigned me, I infer that more particular reference was had to the natural sciences. Perhaps it is not assuming too much to state that the relation of the natural sciences to our courses of instruction and the extent to which the distinctively scientific methods shall be applied in all branches are the leading educational questions of the day. The increased attention that is being paid to the natural sciences in our collegiate and public school courses has doubtless been marked by all. Intelligent people are rapidly awaking to the fact that an educated and cultured man, whose powers of observation have not been cultivated and who lacks the ability to make an accurate or truthful statement of facts, and is unable to draw logical conclusions from what he observes, is not educated at all, though he may be *learned*. How shall this be remedied? It is coming to be generally accepted that thorough instruction in the natural sciences and rigidly pursuing scientific methods in all instruction will bring about the needed reform. As years ago people realized that it was necessary to begin correct moral instruction as early as possible to produce the highest moral excellence, so now the correct instruction of young children is deemed of the highest importance.

Bain states that the powers of the mind engaged in the acquisition of knowledge are three in number: the power of discrimination; the power of detecting identity; the power of retention. Here we have the problem clearly stated, and it is noticeable that the above definitions of science covers the cultivation of this entire group.

It would scarcely be wise to introduce text-book instruction in science before the child has reached ten years of age. There is no generally well known book on the market which is suitable and from the nature of the case, it is doubtful if any such can be written. One of the best books that has so far appeared, is *First Steps in Scientific Knowledge*, by Paul Bert; yet it is likely that a child would receive many false impressions from it which would follow persistently into later years, were the attempt made to instruct from its pages. A certain amount of scientific instruction, however, is really necessary during this period but should be given directly by the teacher. At first the endeavor should be simply to train the powers of observation, and not directly the judgment.

When a child sees an object the impressions received from it are not clear, but confused, and when attempting to describe it afterwards it is apt to exaggerate and make false statements concerning the matter, for its recollections are necessarily vague as its impressions were not well defined. This is perhaps the most noticeable defect in the child age, and is one that we should use every endeavor to correct. A boy eight years of age rushed home from school one day in a state of great excitement, and said to his father that there would be no school that day, as all the children were sick with the measles. When closely questioned he could only name five who were really ill. Unfortunately this trait is not confined to children, for it seems almost impossible for most men and women to give accurate and truthful descriptions, especially if there be any personal interest at stake. One writer puts it in this very forcibly way: "Habits of inattention, of mental indolence, of surface or random thinking, of inexact statement are the source of a widespread and insidious corruption of character." If a teacher succeeds in making a child see accurately so far as its observation goes, and then give an exact description, he has done that for the child which will be of incalculable benefit to it in after life. Before the child is prepared for formal scientific instruction it must possess some facts as a basis for reasoning, and it would not be far wrong to denote these five years as a Foundation Period, —the time for amassing facts.

Just at this period so many new objects are crowding upon the child's attention, that its mind is somewhat bewildered in the attempt to deal with them all, that it would be unwise to present new ones for consideration. A few facts well observed are better than a multitude half comprehended. The every-day life of the child will afford abundant scope for work, and the objects most frequently met with should be the ones to which attention be first called. For example, let such a thing as a brick be taken. The idea of the three dimensions in space can be readily impressed by pursuing this method: Cut a slip of paper of the length of the thickness of the brick and let it be applied to ascertain the length and width of the brick. This process will start the mind in the fundamental method of physical science—when a phenomenon is first presented it is carefully observed, then accurate measurements are made. More than that, it will give the child the idea of the *unit*, and then by having a crayon box measured in the same manner, that units may have different dimensions. Let it then observe the color of

the brick and notice what other objects have a similar color, and in this way it will be enabled to form an abstract conception. So far it has been mainly detecting identities. Now have it compare the shape of the brick with a stone or pebble and note that their shapes differ, and in some way give the impression that the brick has an artificial shape or is moulded while the pebble is natural; here will arise discrimination. If all this be carefully done there is but little doubt that the child will retain it. In all such cases it is well to keep clearly in mind that education is designed to be largely disciplinary, leaving extended knowledge to be obtained in later years. Though the leading idea is to impart discipline, yet if the objects to be studied are carefully selected, a good deal of useful information may at the same time be imparted. When a child not trained in observation has grown to maturer years, it is apt to think that there are many objects which present themselves that are not worth the while to notice, they are too trifling. This is a deplorable and injurious habit which not only deprives the person of a great deal of useful knowledge, but is apt to be detrimental no matter what occupation be pursued. There are very few men who would think to stop and count the toes on a dog's paw, yet such information as this is doubtless valuable. Teach a child to notice these things.—the number of toes on a dog and cat, the number of legs on a fly,—and both the habit formed of noticing details and the facts themselves will be worth acquiring. When animals and insects are studied the child should be carefully taught to avoid the infliction of pain, to deprive unnecessarily a living thing of that which no human agency can restore. Let it be taught to have a real reverence for that which possesses the wonderful and mysterious thing we call life.

Just here, too, is a lesson for older people. How few realize, even in a slight degree what Clifford so beautifully expresses in "Seeing and Thinking,"—that "In every speck of dust that falls lie hid the laws of the Universe; and there is not an hour which passes in which you do not hold the Infinite in your hands."

Again, simple objects may be assigned as models for drawings, and later on the object may be given for careful inspection, and then removed and a drawing made from memory. This will result in increased accuracy of observation and is moreover imparting a training in what may be of great service in later years.

When the pupil has become apt in observational studies of objects, the attention may be directed towards natural phenomena.

The action of gravitation may be selected. The child will be familiar enough with the fact that a stone will fall to the earth when not supported. Now let it be given two objects, of similar material but of different weights. Let it release these at the same instant and note that they strike the floor at the same moment. Vary this experiment until the idea is clearly grasped that all bodies fall through a given distance in the same time. It may be advisable in some cases to introduce the conception of the resistance of the air to the free fall of bodies. This may be illustrated in various ways. A sheet of paper when folded will fall faster than when spread out.

Michael Faraday was one of the most successful teachers of science to children, and his methods are worthy of study. His lectures on Chemical History of the Candle are especially suggestive of what may be taught children as they were delivered to juvenile audiences. Some of the facts which he taught the children by the use of such a simple thing as a candle were, that the chemical actions in the flame are analogous to those going on in our own bodies, giving us the power to move and to live, that the heat of the body is produced by the same process as in a stove, and that the presence of the air is as necessary to maintain the combustion of the candle as it is to preserve life. Then, too, it may easily be shown that smoke is but unconsumed material of the matter which is burning, and that it is due to an insufficient supply of air. This will make clear the office of the lamp chimney. Another important fact to impress is that water is one of the products of combustion of most substances. If the gas given off by a flame is passed into lime water this will become turbid. The same result will follow blowing the breath through this liquid. This will add weight to the resemblance between the human body in its vital processes and a flame of fire.

A good magnifying glass or simple microscope should be in every school, for by the aid of this instrument a whole world of wonderful things will be opened up to the child's eager gaze, where it can, not only observe, but be instructed and delighted as well. After having done considerable observational work with grasses, flowers and trees, the pollen of flowers, the structure of stems and other parts of plants, will offer a wide field for inspection. After considerable skill is acquired in the use of the microscope, crystals of various sorts may be examined with profit. The pupil may even be enabled to watch them form. By placing a drop of satur-



ated solution of ammonium chloride on a piece of glass, the crystals will suddenly flash out, as if by magic, when the drop has sufficiently evaporated. Then if water crystals are subjected to an examination, their beautiful structure will reveal to the eye of the child the story of the formation of both ice and snow, and they will be no longer a mystery.

The endeavor has been in this rapid survey to point out only a few of the many ways in which the child may be led into the study of the mysteries of Nature which environ every human life, and learn that reverence and love for them which lies at the foundation of all nobility of character. If the coming generation be trained from the first and thoroughly grounded in the study of the laws and facts of Nature so that they will use every endeavor to utilize their environment to the utmost, its progress will be amazing even when contrasted with the marvelous advances of to-day.

It will now suffice to make the statement that all the training of the child should be in accord with the scientific method. Our subject expands into not merely what specific scientific training shall be given the children, but how their entire education shall be conducted on scientific principles. There should be no hiatus between the previous training of the child and the methods employed when it begins the formal study of the natural and physical sciences. The student should be made to realize that the habits of thought acquired in the pursuit of other subjects will still be of avail, and that they will stand them in good stead not only in the school room but in the conduct of all the affairs of after life.

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## **WESTERN RESERVE UNIVERSITY—THE NEW UNIVERSITY AT CLEVELAND.**

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BY E. O. STEVENS.

In 1882, at the dedication of the new buildings of Adelbert College, President Gilman, of the Johns Hopkins University, said in the dedicatory address, "I congratulate you that to-day we behold the dawn of a University in Cleveland." President White, of Cornell, upon the same occasion remarked, "I see something for the future here which this State of Ohio has long looked for, and that is the foundation of a university upon this most happy site, under these most auspicious circumstances." To-day, ten years later, a university located in the city of Cleveland has ceased to be a prophecy and has become a fact.

Western Reserve University, with an endowment of a million and a half dollars, at present includes seven departments, in which, by the last annual catalogue, a thick book of nearly two hundred pages, sixty-five professors and instructors offer instruction to eight hundred students. The nucleus about which Western Reserve University has been built, and is still building, is Adelbert College. The college was founded in the year 1826 as the Western Reserve College, at Hudson, Ohio. In 1882, upon the receipt of a gift of six hundred thousand dollars from Amasa Stone, a wealthy citizen of Cleveland, it was removed to its present site, and a new name engrafted upon the old, making its official title Adelbert College of Western Reserve University. President Gilman also remarked upon the occasion above referred to, "when the genealogy of education comes to be written, we shall read that old England begat New England, Cambridge begat New Haven, Connecticut begat the Western Reserve, Yale begat the college at Hudson, and the college at Hudson begat the Western Reserve University at Cleveland."

Adelbert College is proud of her past. For more than half a century, as the old Western Reserve College, she was the exponent of the best life and thought of the Western Reserve, "that compact establishment of the culture of New England," as Bancroft calls it. She has always had upon her faculty men of international reputation. Professor Loomis, whose scientific and mathematical text books had a world-wide reputation; President Bartlett, of Dartmouth; President Chadbourne, of Williams; Professor Charles A. Young, of Princeton; Professor E. P. Barrows, and other equally well known men have been members of the Western Reserve faculties. Dr. N. P. Seymour, whose profound knowledge of the classics and minute acquaintance with the entire field of English Literature made him widely known in educational circles, and to whom Professor Hadley, of Yale, submitted the entire manuscript of his Greek grammar for correction and revision before its publication, was a member of the Western Reserve faculty for a round half century.

Western Reserve college has been called a conservative institution. It must be admitted that she has never striven for numbers at the expense of thoroughness. Her motto has ever been *multum* rather than *multa*. President Bodine, of Kenyon, not long ago said of her, "Western Reserve College has never had so many students as some of the colleges of Ohio, but from the beginning

it has been one of the best colleges in the United States." Deep scholarship, strong men, perfect characters have been her aim. In her traditions Western Reserve has always been an eastern college. Her teachers have been largely eastern men, and her standard of scholarship has always been equal to that of the best eastern colleges. It is a true story that a man who was third in a class of twelve in his junior year at Western Reserve, went to Yale and graduated first in a class of nearly one hundred, afterwards to become one of the Justices of the Supreme Court of the United States. To-day the requirements for admission at Adelbert are higher than those at Yale. Yale has always been a great absorber of Western Reserve talent. At present the faculty of Yale includes three men whom she has called from Western Reserve, her latest acquisition being professor Arthur H. Palmer, who was called from the faculty of Adelbert during the last year.

When the college was removed to Cleveland in 1882, it was a change of *coelum non animum*. With greatly enlarged resources the aim is still as it had been from the beginning, scholarship and manhood. The college is proud of its past; but a college can not live on traditions. Unless at the present day a college can give to those who come to her the best that can be had, that college cannot flourish. The college while at Hudson was poor, and hampered for money, but by its removal to Cleveland it was at once placed in command of an ample endowment. Its facilities are now equal to the best.

In its material surroundings a college could hardly be more favorably situated. The college is located upon one of the handsomest portions of the famous Euclid avenue, which is generally admitted to be the most beautiful thoroughfare in the world. Directly opposite the college is Wade Park, a lovely enclosure of about one hundred acres, embracing a pleasing diversity of lawn and Woodland, with beautiful lakes for boating in summer and skating in winter, and miles of smooth drives for cycling. The park is practically a part of the college campus, itself of ample size and containing a full equipment for athletic sports, including a base ball diamond with a handsome grand-stand, a running track, tennis courts and the like. Behind the college is a range of wooded hills, traversing along which the eye, at the distance of a mile or more, rests upon the stately tomb of the martyred Garfield

Adelbert college is housed in four buildings: Adelbert college

proper, a large structure of stone containing the recitation halls, the chapel, library, museum, well equipped chemical and physical laboratories, etc.; Adelbert Hall, containing apartments for sixty students with a separate sleeping room for each man; the refectory; and the gymnasium, erected in 1888 and furnished with the best and latest apparatus.

So much for Adelbert's material equipment. Fine buildings, however, do not make a fine college. "I had rather dwell six months in a tent, with Mark Hopkins, and live on bread and water," said Garfield, "than to take a six years' course in the grandest brick and mortar university on the continent." If a college has not good teachers it will not be a good college. Adelbert has a faculty of fifteen members, all of them trained specialists and many of them men of international reputation. The college never had a better faculty than it has to-day. But it was Carlyle also who said that a university is a collection of books. Adelbert has a library of thirty thousand volumes, and contains, in the library of Dr. Wilhelm Scherer, of the University of Berlin, which the library possesses entire, the best equipment in the country for the study of German literature. The library is also very full in the departments of History, French, and English literature, and in the reference department.

Undergraduate life at Adelbert is marked by much vigor and loyalty to the college. Much attention is given to athletics. The base ball nine has always done good work. It is now in training for the coming season, with Zimmer, the catcher for the Cleveland league team, as coacher. The foot ball team holds the championship pennant of the Ohio Athletic Association, which includes the principal Ohio colleges. Two periodicals are maintained by the students. One, the *Adelbert*, is a monthly magazine, reflecting the life of the college and containing each month a variety of interesting articles; the other, the *Reserve*, is an annual published by the junior class, and now in its twelfth volume.

The college has had six presidents, all men of marked scholarship and ability. It was to the memory of the first president, Charles B. Storrs, that Whittier addressed the stirring poem, beginning with the lines,

"Thou hast fallen in thine armor,  
Thou martyr of the Lord!  
With thy last breath crying — 'Onward!'  
And thy hand upon the sword."

"Onward" is the cry of its latest as well as of its earliest president. The present incumbent of the presidential chair, Rev Charles F. Thwing, has been in office a little over a year, and in him the friends of the college feel that they have the right man in the right place. Young in years, but with a ripe experience, Dr. Thwing comes to his work in the full vigor of a splendid physical manhood and with all his best years before him. A man of broad culture, far-sighted and liberal views, quick and warm sympathies, and of tireless energy, he is particularly well fitted for the responsible position to which he has been called. Dr. Thwing is a graduate of Harvard and of Andover Theological Seminary, and is widely known as the author of a number of volumes, and as a steady contributor to the best magazines and periodicals.

Co-ordinate with Adelbert College is the college for women, which seeks to do for young women what Adelbert College does for young men. Organized in 1888, the women's college now possesses an independent endowment of over a quarter of a million dollars. The first class was started four years ago with three regular members; the last catalogue shows a total attendance of forty-five students. The requirements for admission are identical with those of Adelbert College, and the course of study is equally comprehensive. Two new buildings are now being erected. Clark Hall, designed by the well known New York architect, Richard M. Hunt, contains recitation rooms, library, chapel, gymnasium, with the offices and parlors. The Cottage will be the home of the students. Each suite of rooms has a study and two bed rooms, and is designed for the use of two persons, but each student may have, if she prefer, one room to herself. The college for women, like Adelbert College, is undenominational but Christian, and every care is taken of the material, social, intellectual and Christian interests of the students. An advisory council of women, composed of well known ladies of Cleveland, with corresponding members in different parts of the country, assists the trustees and faculty in the work of the college.

The Medical School of Western Reserve University is now approaching its fiftieth anniversary. It has a faculty of twenty, and its graduates number many thousands. The school occupies one of the very best medical buildings in the country, which was erected a few years ago at an expense of about fifty thousand dollars. A dental department will be opened at the beginning of next season.

The Conservatory of Music, founded in 1871, became a member of Western Reserve University, in the year 1888. The Conservatory is purely a musical art school, and its purpose is to afford students the best possible musical advantages. Technique and tone production receive the most careful attention in the different parts of the Conservatory, and the directors claim for this institution pre-eminence in the quality of tone and technique of its students. The examinations are two-fold, demonstrative and theoretic, and the directors claim that the degree of the conservatory is fully equivalent to any conservatory diploma of Europe. Students who pass the final examination receive the diploma of Western Reserve University.

The newest member of the University is the School of Law. This department will be opened in September next. Instruction will be given by professors who devote their entire time to teaching in the school. Upon some specialties, such as patents and admiralty, lectures will be delivered by judges and practicing lawyers. The trustees give as their reason for establishing this law school the fact that out of the fifty or more law schools in the country, only five or six have their instruction given by professors who wholly devote themselves to such work, that only five or six present a three years' course, that only two or three have both of these elements of excellence, and that no one of these two or three is west of the Hudson River. The course of instruction will combine the three well-known methods of teaching law, namely, the lecture system, the text-book system, and the case system. The course is arranged in such a manner as to permit graduates of law schools having a shorter course of study to enter this law school without being compelled to repeat some subjects or to take part of their work with one class and part with another.

Two excellent preparatory schools, situated respectively at Hudson and Green Spring, make up the complement of the university.

Such is Western Reserve University at the present day. But with a university as with a man,

"Not to advance is somewhat to recede."

In these days no educational institution can remain stationary. The future of Western Reserve is encouraging. The quality of the work of the building up of the University in the past indicates the determination on the part of the trustees to make Western Reserve a genuine university, both in the extension of the number of its departments, and in the character of its work.

## **OHIO ASSOCIATION OF HIGH SCHOOL GRADUATES.**

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**EDITOR MONTHLY:** Why should we not have an Ohio Association of High School Graduates? Such an association might become a potent influence for good. In order to get the matter before the teachers of the State I give herewith a brief outline of what I have in mind.

There should be a state organization. An annual meeting of one or two days should be held for the purpose of hearing papers and discussions on educational subjects. This meeting might at times be held in connection with the State Teachers' Association.

The State association should provide for and encourage the formation of local organizations in the various towns and cities of the State. Certificates of graduation from any recognized high school should entitle the holder to membership in the State association, and in the local association where the holder has his or her residence.

Local organizations should send delegates to the State meetings. They should also provide for at least three local meetings. To keep up the interest in the local organizations and give efficiency to their work, the State secretary or executive committee might issue a quarterly or bi-monthly bulletin.

The State association through its executive committee might do work along the following lines :

1. Indicate course of post-graduate reading and study for high school graduates, for the completion of which a certificate of the association could be given.

2. Help to influence public sentiment on educational questions.

3. Help to secure desirable school legislation.

The work of the local associations might, among other things, be as follows :

1. Sustain local lecture courses. Some of the lectures should deal with educational subjects.

2. Maintain local libraries in which books on the history and science of education should be a special feature.

3. Encourage the adoption of post-graduate reading courses by high school graduates.

4. Encourage local recognition and patronage of movements for popular education, such as University Extension and Chautauqua work.

5. Maintain standing committees on the public schools of the city and thus be able to influence public sentiment and to aid in determining the management of local educational interests.

With such an association as I have indicated, high school graduates would be much less likely than they now are to lose their interest in study and in schools.

If Ohio were to take the initiative in this matter, other states would probably follow, and after while we might have a National Association of High School Graduates.

G. P. COLER.

*Ohio State University, Columbus, May 10, 1892.*

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### **EARLY INSTRUCTION IN DRAWING IN CLEVELAND SCHOOLS.**

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BY E. E. WHITE, LL. D., CINCINNATI, O.

At the recent superintendents' meeting in Brooklyn, I made a brief reference to drawing as taught in the public schools of Cleveland "more than thirty years ago." I learn that this reference was a surprise to some who are under the impression that drawing as a regular study was quite recently introduced into American schools, and then "by the back door of mechanical utility." It may be of interest to your readers to know how this noble art was taught in the Cleveland schools not "thirty" but *forty* years ago.

As early as 1850, drawing was introduced into the Cleveland High School, then in charge of Mr. Andrew Freese, where it was taught orally and from the blackboard, no books or copies being used. The success of the instruction was so marked that in 1851 it was introduced into the upper grammar grades, and the next year in the primary. The instruction was under the immediate direction of Mr. Jehu Brainard, who was employed as a special teacher of the art. He not only trained the teachers, meeting them at stated times for the purpose, but he himself gave lessons in all the schools, weekly in the grammar schools and the high school. In 1852, Mr. Brainard published a manual, called the "Elements of Drawing, Plain and Perspective," and this was used in the upper grades of the schools by the pupils and in all grades by the teachers, for whom it was more specially prepared. Since the superintendents' meeting, I have seen a copy of this little book, and I appreciate more than ever the soundness of its principles and the excellence of its method.

The instruction in drawing in the elementary grades was devoted largely to what is now called free-hand and object and model



drawing,—real objects being presented to the pupils and the instruction being given by the use of the blackboard. The course included the drawing of (1) plain figures, presented by the teacher on the blackboard or by dictation; (2) objects with simple outlines, as tin cups, pitchers, bottles, hand-bells, vases, hats, caps, buckets, boxes, books, etc.; (3) leaves and plants, fruits, etc., from real objects; (4) animals, including birds, fishes, etc., chiefly from outlines; (5) the human figure, chief attention being given to the head, the hand, and the foot; (6) buildings and other objects in perspective, with some attention to ornament; (7) light and shade. Little attention was given in the course to mechanical drawing with instruments, but this imperfection was in part offset by the *exclusion* of mere picture copying, the making of pictures from copies.

Of the practical result of this training the writer can testify from a personal knowledge of the facts. The teachers and pupils were generally much interested in the drawing lessons, and the pupils made commendable progress in the art. Even the younger ones became quite skillful in the drawing of objects; and, in the upper grammar grades, they acquired considerable skill in the drawing of objects in perspective. They were taught from the first to measure the comparative length of the lines in the objects drawn by "pencil-measurement,"—the pencil being held at arm's length. The skill acquired in drawing was also practically applied in various ways, as in ornamenting slates and blackboards, and in illustrating the various subjects taught. Permit me to give illustrations.

1. In 1854, Miss Burnham, a pupil who had just completed the grammar school course, made a trip to Lake Superior, there being then but few settlements on its shores. She returned with a portfolio well filled with pencil sketches of things of interest which she had seen,—the "Pictured Rocks," bold promontories, old Indian forts, Indian wigwams and canoes, etc. I made the same trip a little later and was thus able to judge somewhat of the accuracy of her sketches. The work was done in a very creditable manner; and yet Miss Burnham had received all of her training in drawing in the Clinton Street School. She had acquired not only skill of hand, but, what is quite as important, some appreciation of the beautiful in nature and art,—the chief purpose of the instruction in drawing which she had received.

2. In teaching United States history, I adopted Mrs.

Willard's chart plan of representing chronologically the more important events, but instead of representing different classes of events by colors, as she recommended, I had my pupils draw in the several squares of the chart appropriate devices of their own selection,—devices representing discoveries, settlements, battles, etc. The pupils were greatly interested in this work and several produced very creditable history charts. A few years later, in another city, I was obliged to abandon this method because of the absence of skill and taste in drawing. Even at this early day, the pupils in the Clinton Street School, at least, were not permitted, much less required, to memorize the text in studying geography, physiology, and United States history. Geography was well completed in the seventh school year, giving place to physiology and history in the eighth year. Mental arithmetic, then a hobby in the schools, was dropped early in the eighth school year, and the time thus saved was devoted to elementary algebra, with advantage to the pupils even in arithmetic. I believe that the modern phrase for this reform is "the shortening and enriching of the grammar school course!" And drawing is now called "manual training."

In 1854, the writer was promoted to the principalship of the Cleveland High School, as successor to Mr. Freese, who had been appointed superintendent of schools,—one of the first city superintendents in the West. The pupils possessed praiseworthy skill in drawing and much interest in the study, and these results steadily increased. Special attention was not only devoted to object drawing, including sketching from nature, but increasingly to perspective,—now almost a lost art in several systems of drawing. I do not know an ordinary high school, where the elementary principles of perspective are as well understood as they were in the Cleveland High School at this early date. In the drawing hour the upper classes were sometimes dismissed and sent in small groups to sketch, in perspective, buildings within easy reach, and at the next drawing period these sketches were carefully copied on paper. A considerable number of the school-houses, churches, and other prominent buildings in the city were sketched in these exercises. In the annual reports of the Cleveland schools for 1855 and 1856 will be found cuts of the larger school buildings in the city, and several of these cuts were engraved from drawings made by pupils in my school. Several of these pupils subsequently became engravers, architects, and artists. The pupils' skill in drawing was utilized in most of the branches of study,—

in physical geography, physics, botany, geology, etc. I cared little for printed charts, for my pupils could put upon the board nearly all illustrations needed for class work. In geology, for example, a half dozen of pupils were ready to put on the board illustrations of stratified rocks, seams, fissures, sections of the coal period, extinct animals (drawn on any desired scale, within the limits of the black-board), and any other illustration that might be desired, and these fresh drawings awaken a much livelier interest than finely printed cuts. The same was true in physics and in other sciences. In teaching these sciences subsequently in a high school where drawing had not been taught, I was obliged to modify my methods.

Vocal music and writing also were taught in Cleveland as early as 1852 by special teachers, and excellent progress in these important school arts was secured. I also found in the high school in 1854 a small chemical laboratory in which pupils learned chemistry by what is now known as the laboratory method,—the first working high-school laboratory of which I have any knowledge. This laboratory was subsequently enlarged and its equipment improved, and its use by the pupils was much increased with good results. It was here that Andrews and Tuttle, and other pupils, who afterward made practical application of their knowledge of chemistry, took their first lesson in laboratory work. In reviews, not only in chemistry but also in physics, the pupils gave "ten-minute" talks, illustrating the same with experiments, exercises of great interest to all the pupils.

An account of the reforms in teaching introduced into the Cleveland schools in the decade beginning with 1850 would be an interesting chapter in the history of school progress in the United States. Not only did drawing come into the schools *through the front door of aesthetic training*, but most important changes were made in the methods of teaching the other branches, especially in primary methods. It was in this decade that spelling by writing, the word and phonic method of primary reading, and the study of countries and continents by means of maps (instead of the text) were made successful; and as early as 1854, technical grammar was excluded from all classes below the seventh-year grade and a beginning made in language training in the lower grades,—this change being first made in the Clinton Street School.

The superintendent in whose administration most of these important changes were effected or perfected is still living, Mr. Andrew Freese, the early and devoted disciple of Horace Mann;

and yet how few educators know either the man or his work. That decade of school progress in the "Forest City" richly deserves the pen of a Charles Francis Adams.

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### **ON THE BEARING OF OUR BURDEN.**

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We all have our burdens. Of course they are not the same in all. Some are more apparent than others. There are people whose burdens we all see. These get our sympathy; we come up to them with love's warmth and help. There are others, however, whose burdens are not visible. They seem to us to have no trouble. no struggle, no loads to carry. We envy their lot. Probably, however, if we knew all about their lot that the angels know, our envy would change to sympathy. The burdens that the world cannot see are oftentimes the heaviest. The sorrows that wear no weeds of mourning, and bar no shutters and hang no crape on the door-bell, are often the bitterest and the hardest to endure.

It is not wise for us to think that our load is greater than our neighbour's; perhaps his is really greater than ours, although he seems to us to have no load at all. We sometimes wish that we might change places with some other person. We imagine that our life would be a great deal easier if we could do this, and that we could live more sweetly and beautifully than we do, or more usefully and helpfully. If we could change places with any one, the one who, of all we know, seems to us to have the most favoured lot; if we could take this person's place, with all its conditions, its circumstances, its responsibilities, its cares, its duties, its inheritance, there is little doubt that we should quickly cry out to God to give us back our own old place and our own burden. It is because we do not know all, that we think our neighbour's load lighter and more easily borne than our own.

There are three Bible words about the bearing of burdens. One tells us that "Every man shall bear his own burden." There are burdens that no one can carry for us, not even Christ; that no one can even share. This is true in a very real sense of life itself, of duty, of one's relation to God, of one's personal responsibility. No one can live your life for you. Friends may help you by encouragement, by sympathy, by cheer, by friendship's warm inspirations, by counsel, by guidance; but after all, in the innermost meaning of your life, you must live it yourself. No one can make your decisions for you. No one can have faith in God for you.

No one can obey the commandments for you. No one can get your sins forgiven for you. No one can do your duties or meet your responsibilities for you. No one can take your place in any of the great experiences of life. A friend might be willing to do it, but it is simply impossible. David would have died for Absalom—he loved his son well enough to do this—but he could not do it. Many a mother would take her child's burden of pain, as she sees its anguish, and bear it for the child, but she can only sit beside it and watch it suffer; she cannot take its place. Every one must live his own life.

There is another Bible word which tells us that we should "bear one another's burdens." So there are burdens in the carrying of which others can help us. No one can do our duty for us, or take our load of suffering, but human friendship can put strength into our heart to make us better able to do or to endure. It is a great thing to have brotherly help in life. We all need each other. Not one of us could get on without others to share his burdens. And we begin to be like Christ only when we begin to help others, to be of use to them, to make life a little easier for them, to give them some of our strength in their weakness, some of our joy in their sorrow. When we have learned this lesson we have begun to live worthily. Miss Emily Dickinson writes:

If I can stop one heart from breaking,  
I shall not live in vain;  
If I can ease one life the aching,  
Or cool one pain,  
Or help one fainting robin  
Unto his nest again,  
I shall not live in vain.

There is another inspired word which tells us to "cast our burden upon the Lord." The word "burden" in this passage, in the margin of our Common Version, is rendered "gift"—"Cast thy gift upon the Lord." In the Revised Version the marginal reading is "Cast that he hath given thee upon the Lord." This is very suggestive. Our burden is that which God has given us. It may be duty; it may be struggle and conflict; it may be sorrow; it may be our environment. But whatever it is, it is that which he hath given us, and we may cast it upon the Lord.

The form of the promise is also suggestive. We are not told that the Lord will carry our burden for us, or that he will remove it from us. Many people infer that this is the meaning, but it is not. Since it is that which God hath given to us it is in some way needful for us. It is something under which we will best grow into

strength and beauty. Our burden has a blessing in it for us. This is true of duty, of struggle, of the things which to us seem hindrances, of our disappointments and sorrows; these are all ordained of God as the best means for the development of our life. Hence it would not be true kindness to us for God to take away our burden, even at our most earnest pleading. It is part of our life. There is a blessing in the bearing of it.

The promise is, therefore, not that the Lord will remove the load we cast upon him, nor that he will carry it for us, but that he will sustain us so that we may carry it. He does not free us from duty, but he strengthens us for it. He does not deliver us from conflict, but he enables us to overcome. He does not withhold or withdraw trial from us, but he helps us in trial to be submissive and victorious, and makes it a blessing to us. He does not mitigate the hardness or severity of our circumstances, taking away the uncongenial elements, removing the thorns, making life easy for us; but he puts into our hearts divine grace, so that we can live sweetly in all the hard, adverse circumstances.

This is the law of all spiritual life—not the lifting away of the burden, but the giving of help to enable us to carry it with joy. Much human love, in its short-sightedness, errs in always trying to remove the burden. Parents think they are showing true and wise affection to their children when they make tasks and duties easy for them; but really they may be doing them an irreparable harm, dwarfing their life and marring their future. So all tender friendship is apt to overhelp. It ministers relief, lifts away loads, gathers hindrances out of the way, when it would help far more wisely by seeking rather to impart hope, energy, courage.

But God never makes this mistake with his children. He never fails us in need, but he loves us too well to relieve us of weights which we need to carry to make our growth healthful and vigorous. He never overhelps. He wants us to grow strong and therefore he trains us to toil, to struggle, to endure, to overcome, not heeding our requests for the lightening of the burdens, but, instead, putting into us more grace as the load grows heavier, that we may live ever sweetly and victoriously.

This is the secret of the peace of many a sick room, where one sees always a smile on the face of the weary sufferer. The pain is not taken away, but the power of Christ is given and the suffering is endured with patience. It is the secret of the deep, quiet joy we see oftentimes in the home of sorrow. The grief is crushing, but

God's blessed comfort comes in gentle whispers, and the mourner rejoices. The grief is not taken away. The dead is not restored. But the divine love comes into the heart, making it strong to accept the sorrow and say "Thy will be done."

Nothing that hour was altered;  
I had still the weight of care;  
But I bore it now with the gladness  
That comes from answered prayer.  
Not a grief the soul can fether,  
Nor cloud its vision, when  
The dear Lord gives the spirit  
To breathe to his will, Amen.

—*Westminster Teacher.*

### THE TEACHERS' CLUB, OF CINCINNATI.

BY J. R. BISHOP, HUGHES HIGH SCHOOL.

There was recently born into the world of teachers' organizations, for good or for ill, a somewhat unique specimen of the kind. Its *raison d'être* was the often overlooked fact that God made the teacher first of all a man or woman, with as great a need of social life as other men and women feel. As long as teaching was looked upon as an entirely unremunerative life-pursuit, and the teacher always at least hoped for an opening in another walk of life, no social organization of teachers was possible. There could be no guild of teachers, as there could be no guild of emigrants on their way to more fertile shores. Perhaps this state of affairs has changed. It may be that now the vocation of teaching is beginning to be regarded as a worthy occupation for a man or woman, offering suitable rewards for earnest effort and distinguished ability. Straws show which way the wind blows. The Teachers' Club, of Cincinnati, is an indication of better feeling on the part of an important body of teachers toward their work in the world; it will lead, if it fulfills its promise, to a corresponding increase of respect on the part of the community toward the teachers. There was a time—yes, in this very city of Cincinnati—when a teacher, in his relations outside of his school, sought to keep the fact of his bread-getting occupation out of sight, as if a certain stigma attached to it. Now he enrolls himself in a social teachers' club and stands or falls as a teacher. Truly, *tempora mutantur et nos mutamur in illis*.

The Teachers' Club is still very young, but it is a very lusty infant of two months. Two hundred charter members have signed its constitution. Its meetings have been enthusiastic and amicable. No petty jealousies have been allowed to hinder its free develop-

ment. This hopefulness and this harmony which make not the least charm of the new club are due in no slight degree to the president, Dr. W. H. Venable, who guides its counsels with his well known grace and skill.

Thus far the details of organization have absorbed most of the energies of the club, but literary entertainment has not been neglected. On April 7, Gen. J. D. Cox, Dean of the Cincinnati Law School, addressed a large and deeply interested audience of members. The address was a manly appeal to the best side of the teacher and was a masterly effort. The next literary event was a symposium of ten minute papers on the question: "What Education is of most Worth in Fitting Men and Women for the Art of Living?", by W. H. Morgan, Superintendent of Schools, James E. Sherwood, Principal of the First District School, E. H. Prichard, Principal of the Third Intermediate School, E. W. Coy, Ph. D., Principal of Hughes High School, and Dr. E. G. Comegys, Chairman of the Board of Directors of the University of Cincinnati. The symposium was given in the hall of the Y. M. C. A., and was free to all. Beside this event, a series of entertainments, including a grand banquet, has been planned by the Committee on literary exercises.

Thus auspiciously started, the club bids fair to attain the objects set forth in the first article of its constitution: "The objects of the club shall be to encourage social intercourse among the teachers; to bring together teachers and cultured people outside of the profession; to enable teachers to exert their influence as a body; and to promote education."

*Cincinnati, Ohio, April 29, 1892.*

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### WILL.

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Logicians and metaphysicians have written much on the will. Its philosophy is not readily understood. But both the ignorant and the learned feel that they are practically free to choose between good and evil. There is no absolute constraint upon wills. The power to will strongly in the right direction is to be cultivated in our schools.

More than twenty years ago a man said to me, "The way to govern a school is to break the children's wills." I replied, "*Never break* a child's will, he needs all the will-power it is possible for him to have to succeed in this world." The stronger the will the



better, but train it to operate in the right direction. But my object is simply to select some illustrations that may be useful to teachers. A strong will improperly directed is like a rapidly moving train thrown from the track. It not only destroys its possessor, but brings death and destruction to those whom it controls."

"Where there is a will there's a way," is an old adage. "To think we are able is almost to be so." "You can only half will," S. W. Warren would say to people who failed. "Learn! Do! Try!" he would exclaim.

Napoleon's favorite maxim was, "The truest wisdom is a resolute determination." When told that the Alps stood in the way of his army, he said, "There shall be no Alps." "Every one can make his own destiny—every one can employ his life nobly," said Hervey. "Purposes, like eggs, unless they be hatched into action, will run into rottenness," says Smiles. Ruskin says, "The great cry that rises from all our manufacturing cities, louder than their furnace blasts, is all in very deed for this, that we manufacture everything there *except men*. The schools are for the manufacture of men. The teachers are "to brighten, to strengthen, to refine," to form the living souls. "The worth of a State," says J. S. Mill, "in the long run, is the worth of the individuals composing it." Let the teachers so train the pupils to

"Never give up when trials come,  
Never grow sad and blue;  
Never sit down  
With a tear or a frown,  
But paddle their own canoe."

—J. N. David, in *West Virginia School Journal*.

### **ON GRADING THE COUNTRY SCHOOLS.**

The opinion prevails that the pupils of the graded city schools possess advantages superior to those of the ungraded schools of the country districts.

The opinion is a just one; but while the parent recognizes this truth he seldom goes further to inquire for the cause. If he should be asked why the city pupil makes more rapid and more satisfactory progress, his answer would show that in some way, more or less clearly defined, the system of grading is in his mind connected with this rapid progress and satisfactory results, with, perhaps, the further notion that the city teacher is superior in scholarship and in methods.

As a matter of fact there is no essential difference in the work done or the manner of doing it, between the country school and the school of the city. The same subjects are taught; they are taught in the same way; the children of both sorts of schools are equally intelligent, apt and attentive; the teachers are of equal scholarship and ability, as well trained and efficient.

The only difference between the schools of the city and those of the country is the less systematic manner in which the country school is conducted. In the country school the studies to be pursued and the length of time to be devoted to each, with the order in which they shall be taken up, is left to the teacher or to the whim of the pupil, or to the caprice of the individual parent, the entire administration of the affairs of the school by the board of trustees being of a very general character.

On the other hand, in the well organized city school, all these things are arranged and provided beforehand and in detail, so that the end and the steps to be taken to attain that end may be seen from the beginning; what is to be done the first year in language, arithmetic and writing; what is to be done the second year in the subjects studied by the child during that period, and so on year by year and term by term, from the beginning to the close of the child's school life.

The pupil thus may know where he should begin, where he should be in the course at any given date, and when he will be able by diligence and regular attendance to complete the entire course of study prescribed by the authorities.

In the *ungraded* country school this is not so; the child knows neither where he is, where he should be at the end of the term, nor where he may expect to be at any future time in the course of his school life.

Now there is no sufficient reason for this haphazard, unbusiness-like playing at educating our children in the country schools; a course of study is as practicable in the country school as in the city school; a place to begin, a time to continue, and a place to stop in the study of any subject, and a systematically arranged series of subjects is as necessary and as fruitful of good results in one of these schools as in the other; the progress of the pupil is more rapid, his interest is deeper, his attendance is more regular in the school whose affairs are administered according to a well defined system, and necessarily his work is more thoroughly done because it is more intelligently done.—*Western Teacher.*

## PRIMARY DEPARTMENT.

### A Plea for the Little Ones.

In these days of endeavoring to make easy and delightful the paths of knowledge, there is a tendency to forget that it is by no royal road that we may reach, or help others to reach, the heights which we wish them to attain. It is the toilsome ascent that leads on to the wide and glorious view. We may remove stones from the pathway and make it comparatively smooth and easy, but after all it is the laborious climbing that makes the rest so delightful.

We may make the result to be reached so interesting and attractive as to allure almost unconsciously onward and upward, but all our work will only tend, if it is to be of any real value, to help the youthful aspirant to help himself.

No doubt the child who enters school in these days, finds much to charm and attract in the ways in which he is led to unfold and develop, as compared with the days when learning to read was preceded by the uninteresting, and often well-nigh impossible, task of learning the alphabet.

Not that that task is now omitted,—the alphabet must be learned, but it should be an unconscious act, and the result of the child's own desire to analyze the words presented to him.

Everything in school is new to the child,—the quiet, orderly succession of tasks, made to suit the advancement of each individual, but tasks nevertheless, reveals to him a new phase of life and makes him realize that he is a member of a busy community. Do not take away that honest pride in doing for himself, by helping too readily over the hard places. Be sure that each child is able to perform the task assigned him, and then see that he accomplishes it; encourage him to put forth his best effort and make him feel responsible. Of course, at first it will be very imperfectly done, but the ambition to do thoroughly what is to be done may be implanted very early in a child's school life, and he will feel a glow of satisfaction when the finished work is such as merits the teacher's approving smile, which no amount of half-done work will give. His respect for his teacher will not be lessened if he has been helped to feel that he is a responsible being, capable of putting forth a certain amount of effort, and his best will grow better from day to day.

Of course, help will be needed, but let it be given in such a

way that the child receives incentive for greater effort, rather than a desire to depend upon his guide. And children may be inspired in that way, not by a desire to surpass Johnnie or Mary, but to surpass their own previous endeavors. Let each be his own measure. Nor can this result be attained by a constant repetition of the trite axiom, "What is worth doing at all is worth doing well," but by a constant working of it out. Perhaps this may seem to some a hard task to expect of little children,—the working steadily and with no other incentive than to do the right because it is the right. Far be it from me to tax any youthful mind, except sufficiently to insure its growth. Never would I require an impossible task, but under the inspiration of the true teacher, what might otherwise be irksome becomes a pleasant duty to the child, and something desirable to be attained, and school becomes his ideal of much that is delightful and attractive.

Thus the reading, writing, etc., become lessons in a higher, nobler sense than the mere learning to read and write,— they serve to impress and develop the virtues of truth, honesty, industry, and self-reliance, without which a life, however highly cultured mentally the individual may be, is morally a failure. Let us instill high noble motives in our little ones; they will leave an impress which after-years cannot efface, and we will be leading them toward that truer, nobler, infinitely higher life, for which all our work here should be but a preparation —*The Student*.

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### Order Among the Little Ones.

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BY MRS. D. M. EDDY, CITY SCHOOLS, FLINT, MICH.

What are our boys and girls, but miniature men and women? In this life we figure as imitators or imitated. Just when we cease to imitate and are imitated is difficult to tell. How important that each succeeding generation be a more perfect model. As the child is to-day, so will he be to-morrow; as he is to-morrow, so will he be next day. As he is in childhood, so, with very few exceptions, will he be in manhood. The careless, noisy, impolite, greedy boy, will make the slovenly, boisterous, rude, selfish man. The neat, polite, kindly dispositioned boy will make the manly man.

Many of our little ones come from homes in which there is no discipline, no culture. How necessary to them that the teacher be a perfect model, that she be most thorough in her discipline.

Not only has she to instruct, but also to counteract the teachings of the most important years of their lives. Be not disheartened, teacher, at the greatness of your responsibilities. The discipline, so necessary to the little ones, like the bread cast upon the water, will not lose its effect upon your own life.

Let the quietness of the teacher be an example for the school. Let every order be given with firmness, followed by an enforcement of the same. Only instantaneous obedience is worthy of the name. The interest can alone be sustained by enthusiasm and variety. Neatness on the part of the teacher, the pupils, and the surroundings, is of the utmost importance. Requests are more easily complied with than commands. Be not a scold. Better results are obtained by calling attention to the perfections of pupils, rather than to the imperfections.

As to the part the little ones are to perform: let them enter quietly and be seated. Pushing, shoving, talking by the stove are like a fire well advanced, which force is needed to extinguish. Would I refuse them warmth in cold weather? Certainly not; this can be obtained as easily in seats near the stove as otherwise. Even the tiny ones can busy themselves upon entering, if no more than at picture making.

When the last bell rings let everything be laid aside. Some may not agree with me, but it is far easier to control the little ones than the older ones. The fault lies with the teacher if she fails to hold them. When giving attention, all should maintain the same position. No one position should be retained for too long a time. By frequent changes, as, hands behind, hands in lap, hands upon the sides, the teacher will not be cruel or unjust in maintaining perfect order. During each general exercise, as, drawing, music, morning exercises, etc., the occasional changing of position ought never to be neglected.

In preparing for work is it not as easy to take out slates with given signals, as, 1. Hands under the desk. 2. Hold up slates. 3. On the desk quietly; as it is to say, "Take out slates?" Then, perhaps too, the teacher is busy somewhere else, never noticing the slam-bang of the slates. If the teacher has work that must be attended to, let her wait until the pupils are busy. Some think it very cruel to expect little ones not to whisper. Which is more cruel, to get them in a habit that must be broken with severe punishment, or prevent the habit on the start, thereby having a quiet room?

Those children who are never taught at home to say "If you please," "Thank you," "Excuse me," will be benefited through life, as much by this training, as by the usual studies. To say "Excuse me" when a slate is dropped takes only a moment, and is a moment well spent.

Let the rising and passing of classes be done with signals; not the noisy thumping of a bell, but quiet taps or counts. Let each signal be so perfectly obeyed that a stranger would know its import in an instant.

Let the reciting be done clearly and distinctly, not shouted. Do not sing the spelling lesson. Avoid concert work if this cannot otherwise be prevented. Confusion cannot be prevented unless permission is given before a pupil is allowed to speak. Much loud laughing is detrimental. Pupils allowed to do it will laugh aloud at the least provocation.

Writing is done with slates upon the desk. Pupils should be taught that the slates are to be left there, and not taken in the arms.

Studying aloud is not desirable in the higher rooms; it must then not be commenced in the lower. All these things require thoughtfulness, firmness, and patience on the part of the teacher. If she often reaches perfection, she will have to do with the angelic rather than the human. Still the perfect should be the only model. An occasional *perfect* day should be an incentive. So many unexpected things are always occurring with the little ones, that we are not to be disappointed if our ideal often recedes. So great, however, is our work, let "Press on" be our motto.—*Echo*.

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### Recreation in School.

During the physical exercises in a school visited a few months ago, among other things the teacher said to the children, "You may be babies, and I'll see you grow."

In a moment every child stooped until but a few inches from the floor; then, as the teacher said, "Now you may grow tall," they gradually raised themselves till each one was standing on his toes. This was repeated several times. The teacher then said, "Play you are in the orchard under an apple tree. What kind of apples can you see on the tree, Tommy?"

"I can see big green ones, with red stripes on them," answered Tommy, as he looked critically at the school-room wall.

"Play you have a basket on the desk, and fill it with apples," said the teacher, and the next moment the eager children were standing on the tips of their toes, and their tiny hands were reaching for imaginary apples, to fill an imaginary basket.

It was a play they all seemed to enjoy, and it called into action all the muscles in their bodies.

Again the teacher said, "We will play it is snowing very hard. What do you like to do when it snows?"

Thick and fast came the answers, "Slide!" "Coast!" "Make snow balls."

"There is hardly room enough here to coast," said the teacher smiling, "but you may make snow balls if you wish."

"Make them round and hard," she added, as the children filled their hands with imaginary snow.

"What do your balls look like?" she asked after a moment's pause, during which time the children worked as busily as though the snow was real.

"Like spheres," was the answer.

When they had seemingly made quite a pile of them, she said, "Jimmy, take your balls and stand by my desk."□

Jimmy smiling, but red and bashful, came to the desk apparently carrying an armful of snow balls.

"Now," said the teacher, "you may all throw a ball at Jimmy and he may throw one at any one of you."

"Be sure you hit him. Now!" Every hand was in the air, and the imaginary balls were thrown with such accuracy that, had they been real, Jimmy must soon have been buried beneath them.

And now the fun increased as the balls were thrown first at one point and then another designated by the teacher, until a touch of the bell sent them to their seats, panting, smiling and happy.—  
*Lizzie M. Hadley.*

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## How to Make Good Spellers.

BY IDA V. CARR, OSBORNE.

The task of learning to spell becomes, from the peculiar construction of our language, one of the most difficult imposed upon the youthful mind. In no other field of labor are we left so helpless, without a path to guide us, or a milestone to measure our toilsome journey. It may be questioned whether it is possible to make good spellers; but we are required to teach spelling, and the question with us is, How shall we do it most successfully?

First of all, with regard to the preparation of a spelling lesson, it must be studied. By this is meant, not that it shall be spelled or copied a certain required number of times, but that a certain amount of mental activity shall be brought to bear upon it. No doubt this seems to be, and is, the most difficult point to be decided, but it must be met and conquered before any good results can be obtained. It must be made an object to pupils to have perfect spelling lessons, and when this is accomplished, the teacher is on the high road to success. Employ any system of encouragements or rewards which you find helpful, but employ your best powers towards securing this end, and the work is well begun, consequently half done.

Then, the lesson must be learned thoroughly. It must be mastered as the multiplication table is—completely. In the light of our modern improved methods and plans for imparting knowledge, we easily forget that we obtain knowledge only in exchange for mental labor, and vainly hope that there may yet be found some royal road to learning. The lesson must be studied by the brain, and not the lips or fingers. Surely, if the spelling lesson were insisted upon with the same firmness with which we require the multiplication table, much of the present difficulty would be avoided.

In primary grades the recitations must necessarily be mainly oral, but in more advanced work a judicious combination of written with oral spelling will be found best. The written recitation has many advantages which we all know and cannot fail to appreciate. The oral recitation, also, has many advantages, which, in these later days, have been greatly underrated. If a lively interest and enthusiasm is to be awakened which will result in more commendable work, better opportunities are presented in oral work. It offers a grateful rest after the period of study which doubtless immediately preceded it; and if thought is bestowed upon it, a plan may be devised by which the attention of every pupil may be secured. All misspelled words should be used for future lessons, and should be studied until they are mastered.

But whatever method is adopted, the teacher must ever act on the firm conviction that only the most tireless energy and unwavering attention will bring about the desired result.

Whatever special rules may be adopted, this general rule must be kept clear in mind—that spelling is taught only by the most unremitting effort and ceaseless vigilance. Other lessons may come to us in a moment of brilliant mental illumination; this becomes ours



“line upon line, precept upon precept.” So we, as teachers, should make still further demands upon our well-nigh exhausted stock of patience, remembering that it is patient attention to detail that makes the well-rounded scholar as well as the perfect model.  
—*Educational News.*

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## Reading.

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ARTHUR CLARK, TENNESSEE.

In learning to read the child should be taught :

1. To recognize and pronounce a word *instantly*.
2. To see the idea contained in the word.
3. To see the idea contained in a simple expression.
4. To recognize the elements (elementary sounds) of a spoken word.
5. To recognize the elements (letters) of a printed or written word.
6. To name new words.
7. To form sentences from printed words.
8. To read in a natural and easy manner. To secure this it is necessary to see that the child recognize *instantly*, otherwise he will hesitate, repeat, and pronounce in a drawling tone. When you see him fail to recognize a word at once, you may be sure you are proceeding too fast, and will see that it is best to “make haste slowly.”
9. To express in his own words the thought contained in any sentence or part of the lesson.
10. To stand erect and assume an easy, graceful position, while reading, and not to lean on any school furniture, or hold the book with both hands, or too near his eyes.
11. To look up historical, biographical and geographical references in the lesson.
12. To detect inaccuracies in the reading of another pupil and correct the same.
13. To articulate distinctly.

### POINTERS.

Make out a word list of 150 to 200 words in common use with a child. Begin with those with which he is most familiar, write the word on the board, and as you point to it call its name, as you would any other object, and have the child pronounce it after you. Ask questions about the object represented by the word, whether

he has one, what it does, whether he likes it, of what use it is, etc., etc. But do not ask questions at random, just for the sake of asking them, thus squandering precious time; but, on the contrary, let your questions be such as will develop thought, arouse the powers of the mind, and assist the child to grasp the idea contained in the word or expression.

Do not correct a pupil while he is reading, but wait until he has finished the sentence and permit another to correct him, and then have him read it as corrected.

Provide supplementary reading in the way of clippings from periodicals. Quite often children can read well from the reader, but make a failure when they attempt to read from a newspaper.

Call on them to give some important facts relating to any historical character, or place that occurs in the lesson.—*S. W. Journal of Education.*

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### A Number Lesson.

We here give as nearly as possible the recitation of a number class whose members had been in school but little more than one term. The teacher simply told her class to fill their slates with problems: no limit was fixed, no hints were given, but that dozen of little old men and women began to work. The teacher explained to *Reporter* in answer to a series of questions, that the pupils were making up examples that should combine work in the four fundamental operations as far as they knew. Miss B said: "Tom will have some good ones, Mary's will be all right, Ben has not been in the class long enough to do much, Eddie makes bad work on the slate." Time was called, a pupil was asked to recite. He took a little squint at the upper left-hand corner of his slate, glanced at another portion of his slate and said: "I had six apples and my papa gave me seven more, how many had I then? I had 13, for  $7+6=13$ ." Another said: "I had nine cherries and gave my teacher five, how many had I left? I had four left, for  $9-5=4$ ." (Read "nine less five equals four.") And so they proceeded, adding, subtracting, dividing; tubs, pears, barrels, tops, houses, flowers, etc. They showed their slates. In the upper left-hand corner were the equations:  $7+6=13$ ,  $9-5=4$ ,  $8\div2=4$ ,  $6\times7=42$ ,  $10\div5=2$ ,  $9+7=16$ ,  $18-5=13$ , etc. The remaining portion of the slates were covered with pictures of apples, cherries, flowers, tubs, pails, houses, barrels, tops, etc. That was all. The pupils supply the language as they recite.—*Moderator.*

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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Changes and improvements in contemplation for the next volume of the MONTHLY will be announced later.

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Let nothing be lacking in any school of Ohio in the way of preparation for the proper observance of Columbus day, Oct. 12, 1892. Remember that the schools all over the land are to lead in this grand celebration.

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It seems desirable that the July number of the MONTHLY be mailed before the meeting of the State Association at Cleveland. This will necessitate a much earlier issue than usual. All matter intended for that issue must be in hand by June 20.

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In teaching written spelling, should pupils be taught to separate the words into syllables, and to mark the accented syllables? L. E. A.

Occasional practice of this kind is desirable, but it would not be profitable to take the time necessary to do this in every written spelling lesson.

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A correspondent suggests the collection and publication of statistics showing the number of pupils already examined under the Boxwell law in each county, and the number admitted to graduation. We shall be glad to publish in our next issue all facts and figures of this kind obtainable. County examiners and others interested are requested to report promptly.

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The meeting of the National Educational Association will be held, as already announced, at Saratoga, July 12-15. The Ohio Committee on transportation announces a grand excursion from Detroit via Grand Trunk R. R. to Kingston, thence by steamer across Lake Ontario and down the St. Lawrence to Montreal, thence by rail to Plattsburg, and thence either by rail or steamer through the Lake Champlain and Lake George region to Saratoga, returning via Albany and Niagara, with stop-over at the Falls. Fare for the round trip, \$16.34. Those attending the

State Association at Cleveland can go on at the close of that meeting by steamer from Cleveland, connecting at Detroit with regular trains of Grand Trunk line. For circular containing full information, address Supt. E. B. Cox, Xenia, or Supt. H. W. Compton, Toledo.

Superintendent J. M. Greenwood, of Kansas City, is a thoughtful schoolmaster and he often says wise things. The following paragraph from his pen is taken from the *Educational News*. We believe his estimate is just and deserving of being kept in mind.

"A good high school education is a liberal education in itself, and in my opinion the best general instruction given to American youth to-day is in the high school. This does not go to say that high school teachers are better scholars or more learned than college or university men, but as a class they are better teachers, because their methods are modernized and they study the subject of education more carefully and a great deal more thoroughly. I am speaking of averages. Of course, there are some college and university men who are superior teachers, but they are the exceptions. Some of the poorest instruction I ever saw was in institutions whose fame is heralded from one end of the continent to the other. This is not a matter of great astonishment when it is remembered that only a few college and university presidents and professors ever attend educational meetings."

We are reminded in this connection of a remark made at a meeting of the Ohio College Association by President John Eaton, of Marietta, to the effect that college professors might profitably take lessons in pedagogy from the primary teachers in the public schools.

We trust none of our readers will overlook the article of Prof. Stine on Science between Fifth and Tenth Years of School Life. It refers not merely to the teaching of certain facts in science, but rather to the scientific method in all teaching. It will well repay an attentive and thoughtful perusal, for it is packed full of sound pedagogy. The teacher who can read it without profit needs to be born again.

It is because of the unscientific character of much of the teaching in the schools that results are so meager and disappointing. Most of us have forgotten, or have never learned, that there is such a thing as learning without education. Prof. Stine well says that the relation of the natural sciences to our courses of study and the extent to which distinctively scientific methods shall be applied in all branches [especially the latter] are the leading educational questions of the day.

Between the lines of Prof. Stine's paper the thoughtful educator may read a strong appeal for the better preparation of teachers. It is idle to talk about the use of the scientific method by teachers who have not learned the a b c of science,—whose own powers of observation have not been cultivated and who have not the ability to make an accurate statement of facts or to draw just conclusions from facts observed. We shall not get much further ahead in popular education until some radical steps are taken in the direction of securing adequate training for the great mass of our teachers. School examiners in large measure hold the key to the situation. They could work a speedy revolution if they would resolutely and persistently refuse to license unqualified and incompetent teachers. It is high time for the school examiners of Ohio to take higher ground than they have ever yet taken.

Here is what the *West Virginia School Journal*, edited by State Superintendent B. S. Morgan, has to say of the country school movement in Ohio :

"Our neighbor State, Ohio, has provided by law for a graded course of study for her country schools, and also for the tuition of all graduates from the country schools in the village or city high schools. This is an advance movement in educational policy. It is something entirely new. There is no feature even similar to it in any other State in the Union.

If it gives fair satisfaction in Ohio, it will in all probability be introduced into many other States in a very short time.

The country schools must have better facilities for high school education. Ohio has taken the first step to meet this demand, and we wish it the highest success."

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"Prof. Dwight F. Carroll, instructor of physics at Lehigh University, has become deranged as the result of a practical joke played upon him by students. He came to Lehigh a year ago from Wallingford, Conn. At a performance given in the Opera House some time ago by college boys, Carroll was mercilessly lampooned and burlesqued. He was present, but left in the middle of the performance. He brooded over the ridicule that had been heaped on him and gradually became a monomaniac. It is probable that the faculty will take action in the matter."

We find the above in one of our exchanges. It is high time for a good many college faculties to "take action." The boorishness and rowdiness of the roughs in a good many colleges would not be tolerated in any respectable high school in the land. No college performs its duty toward its students that tolerates in them impudence and disrespect toward their teachers. It is said of Prof. Carroll that he is very scholarly but bashful and sensitive.

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MT. AUBURN, CINCINNATI, O., May 21, 1892.

MY DEAR DR. FINDLEY: An increasing number of teachers are spending several weeks each summer where they can unite recreation with professional improvement. I desire to say to your readers that I know no place where a teacher can unite these two purposes so well and so inexpensively as at the National Summer School at Glens Falls, N. Y., which begins July 19, 1892, (the week following the National Educational Association), and continues three weeks. The cost of board is low, the accommodations good, the professional instruction excellent, and the climate invigorating, with facilities for excursions at small expense to Saratoga Springs, Lake George, and the Adirondacks. It will afford me special pleasure to meet a goodly number of Ohio teachers at Glens Falls this summer. For information, address Supt. Sherman Williams, Glens Falls, N. Y.

Those who prefer the sea-shore will find excellent accommodations and first class instruction at the Martha's Vineyard Summer Institute, which opens July 11th. Several weeks can be spent delightfully at this seaside resort with a comparatively small outlay of money. I shall be much pleased to meet many Ohio teachers by the "sounding sea" at Martha's Vineyard. For information, address Manager A. W. Edson, Worcester, Mass.

Most truly yours,

E. E. WHITE.

**ANDREW II, OF CLEVELAND.**

Judge Andrew S. Draper, late Superintendent of Instruction for the State of New York, has been appointed the successor of I. W. Day, Superintendent of the Cleveland schools, at a salary of \$5000. Under the new state of things in Cleveland, this is a permanent appointment, made by the School Director and confirmed by the School Council, to be terminated only by resignation or removal for cause.

Superintendent Day has been connected with the Cleveland Schools for almost a quarter of a century, and it was generally supposed that he would receive the appointment. His faithfulness and efficiency seem to be conceded on all hands, and the desire for his re-appointment was very general among the citizens of Cleveland; but the feeling that the new system would fare better in the hands of a new man, one entirely free from prejudices and from all entanglements of past alliances or associations, prevailed with the appointing power.

Superintendent Draper has a national reputation as an educator, and there is little risk in predicting for him a successful career in Cleveland, Ohio extends to him the hand of welcome. He has already entered in part upon the duties of the office, though Mr. Day's term does not expire until August 31.

**THE GRAMMAR SCHOOL REFORM.**

The *Educational Review*, for May, contains an article entitled, "The Grammar School Curriculum," by Supt. Wm. H. Maxwell, of Brooklyn, N. Y., which ably presents certain reforms in the grammar schools. Four years ago, President Eliot, of Harvard University, proposed a plan to shorten and enrich the grammar school course. He proposes as a means to the first end,

1. That the course be cut down from nine years to eight.
2. That the course in arithmetic be curtailed in two ways:

(a) By confining the work to simple problems such as occur in every day life; (b) by omitting almost the whole of mensuration and many departments of commercial arithmetic, of which the child can have no adequate understanding.

3. By cutting down the time devoted to spelling and English grammar.

4. By omitting the study of bookkeeping.

5. By grouping physical geography with natural history, political geography with history, and by providing proper apparatus for teaching geography.

To enrich the course he proposes to add new studies as follows:

1. The introduction of elementary natural history into the earlier years of the program, to be taught by demonstration and practical exercises, rather than from books.

2. The introduction of elementary physics into the later years of the program, to be taught by the laboratory method, and to include exact weighing and measuring by the pupils.

3. The introduction of easy algebra at the age of twelve, and of geometry at the age of thirteen.

4. An opportunity should be afforded to study French or German, or Latin, or any two of these languages, from and after the age of ten.

After going carefully over the proposed plan in detail, considering each change, and the reasons for and against it, Supt. Maxwell, admitting that under existing conditions the addition of new subjects would add intolerably to the already great burdens which teachers are carrying, suggests as a remedy the specialization of the last three years of the course as a solution of the problem.

He then sums up the advantages of the proposed plan as follows:

1. It will render it possible to enrich the grammar school course without increasing the burdens laid on teachers and pupils.

2. A teacher confined to one branch of study would have the encouragement and the opportunity to develop special skill, to prepare her work more carefully, and to make greater attainments than are now possible.

3. Time would be saved and energy conserved, which are now dissipated and lost by compelling one person to teach an unlimited range of subjects for many of which she has neither taste nor ability.

4. A teacher of one subject has the advantage of carrying her work through grade after grade, thus making the method of teaching the subject continuous and harmonious. At present children are confused and discouraged by finding different methods and different ideals in every class they enter.

5. The teacher would have the relief of a fresh audience every hour, and the pupil would have the relief of a new teacher every hour.

He argues further that the idiosyncracies of one teacher would neutralize those of another, and that a much more scientific and less mechanical classification of pupils would be possible.

The article concludes with the following pertinent question: "Differentiation of structure and specialization of function is the law of evolution in everything else; why not also in the grammar school?"

In this hurried summary of an article so thorough and comprehensive, many excellent points are necessarily omitted; but if the attention of teachers is drawn to it, the chief end will be attained.

MARY CUSHMAN.

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### BURDEN BEARING.

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"There is something sublime in calm endurance,—something sublime in the resolute, fixed purpose of suffering without complaining, which makes disappointment oftentimes better than success."

These words from Longfellow's *Hyperion* are brought to mind by the article, printed elsewhere, on *Bearing our Burden*. We print the article because we believe it may be helpful to a good many of our readers just at this time. We have recently met a good many teachers, and have had letters from a good many more, whose burdens seem peculiarly heavy. The writer of the article has evidently had some lessons in

burden bearing, and has made considerable progress in learning to "suffer and be strong." One thing is certain: there is no exemption. It is the part of wisdom, then, to learn calm endurance. To chafe and fret under our burdens is to pervert and abuse God's gifts. The burdens as well as the pleasures of life are God's gifts.

There is a pedagogical point in what the writer of the article says about the short-sightedness of human love that is ever trying to remove burdens. To overhelp is to dwarf and mar. The Great Teacher never does this, nor does the truly wise parent or teacher. Whatever burden-bearer needs is sympathy and encouragement, not escape.

Discouraged teacher, be strong and of a good courage. There is something sublime in the resolute determination to bear and press on without complaining. There is wisdom in the admonition, "Burn your own smoke."

### **SPECIALISTS IN SCHOOL WORK.**

A teacher of experience and ability, said, not long ago, "If I were to live my life over, I would be a specialist."

Constant change of subject is exhaustive and deteriorating. A habit of superficiality and incoherence is formed; constant interruption is fatal to good literary work. The greatest wear in machinery is in stopping and starting; so it is in the mind. A teacher handling a variety of subjects can give none of them that perfect consideration possible when the thought of a life is devoted to one. The qualities of mind required in one study will not be equally good in others. The teacher of the exact sciences certainly needs less imagination than the one who wishes to present history, geography or literature, in an interesting manner. In some studies an analytical mind is better, in others a synthetic tendency is more helpful. A universal genius is as rare in the school-room as anywhere else, but no other vocation requires such a range of mental powers. The question really resolves itself into this: Can a subject be best taught by one who has thoroughly mastered it, or by one who has a smattering of the subject in hand, and of several others? The expansion of collateral learning is immense in every direction, and all teachers will allow that a fund of knowledge of this kind to draw upon is invaluable; but how hopeless is the attempt to acquire it in five or six distinct and different directions.

Many a teacher has had personal reason to sympathize with little Paul Dombey, when "Fragments of number one obtruded themselves into number three, which slid into number four, which grafted itself on to number two." This is the more likely to happen in a teacher, because the mind is partially occupied all the time with other considerations than the lesson matter; the general discipline of the school, and all the many daily complications that arise in the relations of teacher, pupil, parents, superintendent and school officers.

The diverting causes are great enough to prevent mental action from becoming automatic if one line of thought alone had to be followed. As it is, that familiarity with all phases of a subject, which alone can give perfect freedom and vigor of expression, is well-nigh impossible.



Besides, specialists choose their work, and this implies a love for it. Under no other condition is enthusiastic work possible, and enthusiasm is in teaching what grace is in religion, "The spirit which giveth life." M. C.

### O. T. R. C.—TREASURER'S REPORT.

DEAR EDITOR:—Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my report in April :

Annie R. Miller, Findlay, Hancock Co .....	\$3 50
Julia E. Hughes, West Unity, Williams Co.....	1 25
Jos. H. Hartman, North Hampton.....	50
B. C. Garman, Remson, Medina Co.....	25
L. B. Harris, Sippo, Stark Co.....	1 00
Fee Naylor, Peebles, Adams Co.....	1 00
E. C. Eikenberry, El Dorado, Preble Co.....	25
W. H. Lilly, Van Wert, Van Wert Co.....	6 75
L. A. Sigrist, Dundee, Tuscarawas Co.....	50
J. M. Mulford, Mechanicsburg, Champaign Co.....	15 75
W. A. Axline, Fultonham, Muskingum Co.....	8 50
W. F. Allgire, Greenville, Darke Co.....	6 75
A. C. Baker, Sugar Creek township, Tuscarawas Co.....	2 50
W. E. Beck, Blakes Mills, Tuscarawas Co.....	1 75
Chas. Hauptert, New Philadelphia, Tuscarawas Co.....	7 00

Total..... \$57 25

CHAS. HAUPERT, *Cor. Sec'y and Treas.*

*New Philadelphia, Ohio, May 2, 1892.*

### THE OHIO TEACHERS' ASSOCIATION.

The 46th annual meeting will be held at Cleveland, June 28, 29 and 30, in Association Hall, Y. M. C. A. Building, corner of Prospect and Erie Streets.

A BULLETIN, containing the program and full information concerning railroad and hotel rates, places of interest, excursions, etc., etc., has been issued by the local committee, a copy of which may be obtained by writing to Charles H. Eichhorn, Office of Public Schools, Cleveland. A list of a dozen or more hotels is given, with rates ranging from \$1.25 to \$5.00 a day.

#### RAILROAD RATES.

The Executive Committee authorizes the following statement:

All the Ohio railroads have agreed to a one fare rate to and from the State Teachers' Association to be held in Cleveland June 28, 29, and 30.. Tickets to be sold June 27th and 28th, good returning to and including July 1st. The Big Four will send out a special train from Cincinnati, Monday, a. m., June 27th, if the teachers wish it. The Erie road will put extra coaches on their early morning train. A railroad circular will be issued soon, giving all information.

This promises to be one of the largest and best meetings in the history of the Association, extending over nearly half a century. Superintendent Day has already secured more than five hundred members.

among the Cleveland teachers alone. With this start, the membership this year should reach at least one thousand.

We are requested to state that on Wednesday and Thursday, there will be a Round Table of Normal and Training School teachers. Miss Reveley, of Cleveland, Miss Sutherland, of Columbus, Mrs. Lathrop, of Cincinnati, and others desire the presence of all teachers engaged in Normal School work.

The MONTHLY ventures a single suggestion to those who are to present papers at this meeting. If each will have prepared a type-writer copy of his paper, or at least write plainly and punctuate carefully, the editor, printers, and proof-readers will invoke blessings on his head.

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### EXAMINATION OF AKRON TEACHERS.

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In our issue of January last appeared the circular of the Akron City Board of School Examiners, giving the requirements for renewal of certificates, among which are familiarity with current events and current standard literature, and a successful examination on at least one standard work on pedagogy designated by the examiners at the beginning of the school year, the book named for the current year being White's *Elements of Pedagogy*. Examinations, continuing through two days, have just been held, in which the following questions on the topics above named were used :

#### CURRENT EVENTS AND CURRENT LITERATURE.

*Answer ten questions.*

1. Give an account of the recent difficulties between the United States and Chilean governments. How adjusted?
2. Tell what you can about the troubles existing between the United States and British governments. What steps have been taken, looking toward their settlement?
3. Describe the present condition of affairs in the German Empire, and indicate some of the causes which have brought about the prevailing spirit of uneasiness.
4. Give your estimate of the German Emperor, with reasons.
5. State what you can concerning "The Great Lottery Contest."
6. Designate some of the objects and possibilities of the Columbian Exposition.
7. Tell what you can about the opening of the Indian Territory to settlement. Describe "the mad rushing to get homes."
8. Give the leading features of the principal school laws enacted in Ohio within the last two years.
9. Name the most noted person (in your estimation) who has died within the past year, and tell what you know about his life and character.
10. Name five prominent educational periodicals, outside of Ohio, and describe the one with which you are best acquainted.
11. Name five leading monthly magazines, and tell something about the character of the one with which you are most familiar.

12. What books have you read during the past year? Give some account of at least one of them.

WHITE'S PEDAGOGY.

1. Name three general divisions of the intellectual powers and give the sub-divisions of each.

2. State in general the order of activity and growth of the intellectual powers.

3. State clearly any two of the seven principles of teaching laid down by Dr. White.

4. Define *Instruction, Training, Teaching, Learning, Education.*

5. State the chief advantages and dangers of oral teaching.

6. Write a brief description of what you consider a good recitation.

7. State your conclusions concerning written examinations in schools.

8. What method or methods of "first steps" in reading does Dr. White advocate?

9. From your study of Dr. White's chapter on teaching reading, what would you infer to be his opinion of the practice of teaching children to recognize and pronounce long lists of words whose meaning they do not understand? What is your opinion of this practice?

10. What oral lessons in geography should precede the use of the text-book?

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EDUCATIONAL INTELLIGENCE.

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—The Erie County teachers met at Vermillion, May 14, with a good program.

—The Dresden Normal School, conducted by Corwin F. Palmer, of Cambridge, Mass., and H. R. McVay, of Frazeyburg, Ohio, will be in session for six weeks, beginning July 11.

—Teachers desiring copies of the Workman law or the Boxwell law, can obtain them through members of the Legislature, or by writing to School Commissioner Corson at Columbus.

—The Marietta Township Board of Education recently voted unanimously to erect a new high school building, with assembly and recitation rooms, library cases, sliding partitions, etc. Thus goes on the good work.

—Memorial day was observed by the schools of Lima, with the two-fold object of honoring the nation's dead and cultivating patriotism in the pupils. An outline or suggestive program, with patriotic songs and selections for recitation, was prepared by Supt. Greenslade—one of the best we have seen of its kind.

—The teachers of Auglaize County held their third quarterly institute April 30, 1892, at Buckland, O. The meeting was a good one and well attended, owing to the efforts put forth by the President, W. L. McKee. Supt. C. W. Williamson of Wapakoneta, Supt. J. D. Simkins, of St. Marys, and Supt. E. Ward, of New Bremen, gave interesting talks on Township Supervision.

CARRIE REID, Sec.

—The annual meeting of the Tennessee State Teachers' Association will be held at Tullahoma, on the 26th, 27th and 28th days of July, 1892. Tullahoma is building a \$25,000 school house.

—The schools of Warren, O., are prospering finely, having reached an enrollment of 1400. A new building, to cost \$30,000 will be erected this summer. Superintendent Thomas's first year has proved quite satisfactory.

—Arbor Day at Middletown was a glad day in all the schools. Under the direction of Supt. Harlan, elaborate programs were prepared and carried out. It is spoken of by the local press as a day long to be remembered.

—A class of 23 in the Cambridge High School have read all of the seven books of Caesar as their second year's work in Latin, under Supt. E. L. Abbey as instructor. What other second year high school class has done as much?

—The teachers of Knox County were in session at Mt. Vernon, May 21. Besides music and other entertaining features, the program contained an address of welcome by President L. B. Houck, and a response by Supt. B. T. Jenkins.

—The free scholarships of the Ohio State University, which have heretofore been good for the short course in agriculture only, will hereafter be accepted, also, for the preparatory and freshman years of the full course in agriculture.

—Arbor Day was appropriately observed at Mechanicsburg with suitable exercises, tree-planting, etc. Trees were planted in honor of Washington, Grant, Garfield, Lincoln, Hayes, Harrison, Gov. Campbell, Gov. McKinley, Supt. J. M. Mulford, and others.

—The Second annual session of the School of Applied Ethics will open at Plymouth, Mass., Wednesday, July 6, and continue six weeks. Prof. Felix Adler, of New York, William Wallace, of Oxford, England, Prof. Bowne, of Boston University, and Dr. O. Cone, of Buchtel College, are among the lecturers in the course.

—The annual meeting of the Kentucky State Teachers' Association will be held at Paducah, at the same time as that of Ohio, June 28, 29, 30. C. H. Dietrich, of Hopkinsville, an Ohio man, is President; and W. E. Stoaks, of Madisonville, and W. E. Lumley, of Hickman, also Ohio men, have prominent places on the program.

—The World's Fair Commission have placed the Ohio Educational Exhibit of the Public Schools, for the Columbian Exposition, in the hands of the State School Commissioner, who has appointed the following well known educators to assist in the work: Supt. J. A. Shawan, Columbus, Ohio; Prof. John McBurney, Cambridge, Ohio; Supt. W. W. Boyd, Marietta, Ohio; Supt. F. Treudley, Youngstown, Ohio; Supt. J. D. Simkins, St. Marys, Ohio; Supt. C. W. Bennett, Piqua, Ohio; Supt. J. P. Cummins, Clifton, Ohio. These gentlemen will meet in the school Commissioner's office soon, and determine upon a definite plan of procedure.

—The schools of Arkansas City, Kansas, are under the management of an Ohio man, Supt. D. R. Boyd, formerly of Van Wert, Ohio. A public or reception day with a general exhibition of the work of the schools was recently held, which gave great satisfaction to the patrons, one visitor declaring that the entertainment was better than any 50-cent show at the opera house.

—The Clermont County Teachers' Association held its last meeting for the school year at the Opera Hall in New Richmond, on Saturday, April 30th. A prominent feature was an address by Ex-Commissioner C. C. Miller, of Hamilton. We learn that Clermont County is wide awake. The workman law meets with hearty approval, and it is thought that Clermont will lead the State in the number of graduates under the Boxwell law.

—Just one year ago we mentioned the conviction, at Toledo, of one Patrick F. Quigley, a Roman Catholic priest, for violation of the compulsory education law, in refusing to fill the blanks showing the names, ages, residences, etc., of pupils in the parochial schools under his charge. The case was sharply contested, but the defendant was found guilty and fined. An appeal was taken to the Supreme Court, where a decision recently rendered affirmed the judgment of the lower court and sustained the constitutionality of the compulsory education law.

—Arbor Day was appropriately observed by the schools in Vermilion, Erie county.—J. O. Versoy, Supt.

The exercises consisted of selected readings, recitations, singing and an address, all bearing upon the subject of tree planting.

After the exercises in the school room were concluded all repaired to the campus, where a tree was planted and named in honor of Christopher Columbus, the great discoverer. The song Hail Columbia was then sung and the audience dismissed feeling well pleased with the exercises of the day.

—The annual meeting of the Superintendents' and College Men's Round Table of South Eastern Ohio, was held at Logan, May 13 and 14. A brief summary of the conclusions arrived at on the topics discussed is as follows:

State uniformity of standard of promotion is not desirable, as different sections of the State have different needs, and no "cast iron rule" should be adopted even in the same school.

On the topic, "How Many Studies at a Time" a few studies rather than many was the general opinion, on the ground that a great number would be too distracting to the pupil, and also that new branches should be introduced at different periods along the course to add fresh interest in the work.

The compulsory school law is favorably received and is working much good.

Both county and township supervision desirable, but township should precede county. The former would insure township high schools, the latter would not.

Attendance at institutes should not be made compulsory, but pref-

erence should be given by examiners and boards of education to those teachers who are in the habit of attending the county institute.

Good reading is to be stimulated by reading much of that kind of literature, *supplementary* reading to be the great instrumentality. Cheap as good reading is now, it was the belief that no school, either country or town, without such material is excusable. The Ohio Pupils' Reading Course was highly recommended.

The next meeting of the Bound Table will be held at Gallipolis. The executive committee for next year are Supt. J. B. Mohler, of Gallipolis, Dr. J. M. Davis, President of Rio Grande College, and Supt. W. W. Boyd of Marietta.

C. S. WHEATON, Sec.

—The first case which has come to our notice under the plan adopted by the Ohio College Association for co-operation between colleges and high schools, is that of the Educational Institute at Jefferson, Ashtabula County. Superintendent J. E. McKean, of Jefferson, notified the chairman of the college committee, Prof. H. C. King, of Oberlin, of the desire for recognition on the part of the Institute, and thereupon Prof. W. D. Shipman, of Buchtel College, and Prof. H. R. Warner, of Mt. Union College, were appointed an examining committee. This committee visited Jefferson and spent a day in looking over the course of study, conferring with the superintendent and teachers, hearing classes recite, etc., with satisfactory results. The committee will make a favorable report, and the adoption of this report will entitle the graduates of the Jefferson High School or Institute to admission to any Ohio college belonging to the association, on certificate, without examination.

—COMMENCEMENTS:—Sidney, 27 graduates, M. A. Yarnell, Supt. Canal Dover, May 31, ten graduates, J. W. Pfeiffer, Supt. New London, June first and second, 16 graduates, A. C. Bagnall, Supt. Fostoria, May 27, six graduates, H. L. Erank, Supt. Mt. Gilead, May 27, eight graduates, M. W. Spear, Supt. Ripley, May 20, ten graduates, F. S. Alley, Supt. Mechanicsburg, May 25, fifteen graduates, J. M. Mulford, Supt. Johnsville, May 14, two graduates, W. S. Lynch, Supt. South Charleston, May 26, six graduates, E. M. Van Cleve, Supt. Jamestown, May 24, six graduates, M. J. Flannery, Supt. Dublin, May 5, three graduates, S. H. Layton, Supt. Union City (Ohio side), May 5, ten graduates, J. M. Bunger, Supt. Fredericksburg, May 19, five graduates, T. S. Lowden, Supt. East Liverpool, May 27, six graduates, A. E. Gladding, Supt. Findlay, May 20, fourteen graduates, J. W. Zeller, Supt. Greenville, May 20, eight graduates, F. Gillum Cromer, Supt. Seymour, Ind., May 19, eighteen graduates, Wm. S. Wood, Supt. Batavia, May 19, ten graduates, J. E. Ockerman, Supt. Hicksville, June 2, seven graduates, W. E. Bowman, Supt. Shiloh, ten graduates, T. B. Weaver, Supt. Bellbrook, May 23, five graduates, W. C. Wilson, prin. Wadsworth, June 3, 18 graduates, F. M. Plank, Supt. Jefferson, June 2, sixteen graduates, J. E. McKean, Supt. Lodi, June 1, ten graduates, B. F. Hoover, prin. New Richmond, April 22, three graduates, one a colored girl, the first colored graduate in the county. This is a very happy sequel to the contentions which prevailed here along the "color line" for several years.

Much credit is due Supt. Bolenbaugh. Eaton, May 26, eight graduates, J. P. Sharkey, Supt. Christiansburg, seven graduates, W. F. Gilmore, prin. New Philadelphia, June 10, fifteen graduates, Chas. Haupt, Supt. Shelby, May 27, eight graduates, C. H. Handley, Supt. Athens High School, June 2, fourteen graduates, C. S. Wheaton, Supt. Marietta Township High School, May 13, fourteen graduates, H. E. Smith, prin. Alliance, 31 graduates, C. C. Davidson, Supt. Poland, June 3, four graduates, M. A. Kimmel, Supt. Hamilton, June 16, 26 graduates, C. C. Miller, Supt. Marysville, May 26, 30 graduates, W. H. Cole, Supt. Marion, June 2, ten graduates, Arthur Powell, Supt., Kittie M. Smith, prin. Middletown, June 16, 12 graduates, B. B. Harlan, Supt. Wellington, June 16 and 17, 28 graduates, address by Dr. Conklin, of Delaware, R. H. Kininson, Supt.

### PERSONAL.

—Supt. J. W. Jones, of Manchester, Adams county, is conducting a summer normal school, with 140 students enrolled.

—C. A. Hitchcock retires from the superintendency of the Collingwood Schools, with a view to a better position in Oregon.

—Mrs. Jennie Logue Campbell, a native of Summit county, Ohio, has been elected President of the Board of Education at Monmouth, Ill.

—A. A. Atkinson, superintendent of Townsend Graded Schools, has declined to accept the position for next year. He intends to give his attention to chemistry as a specialty.

—M. Tope, who has had charge of schools at Bowerston for the last six years, has recently been exercising his talent as a phrenological lecturer and examiner, with a good degree of success, as we learn.

—Of A. E. Taylor's superintendence of the Springfield schools, the *News* of that city says: "That his administration has been honest, efficient, worthy, and successful, all classes of men frankly admit."

—Supt. J. M. Bunker, Union City, was made the recipient of a handsome gold watch, at the close of graduation exercises,—a testimonial from the graduating class. The presentation was made by Supt. C. L. Van Cleve, of Troy, in a few well chosen words.

—Dr. E. E. White, of Cincinnati, has declined to consider favorably a call to the presidency of a well-endowed collegiate institution in the East at a salary of \$6000 a year—a second overture in this direction. Important literary work now in hand prevents his accepting so responsible a position.

—President Alston Ellis, of Fort Collins, seems to be throwing himself into every good work in his new field, as has been his wont. May 5, he delivered an evening address on "The Literature Needed by the Christian of To-day, before the Denver Association of Congregational Churches and Ministers; and on May 7, he delivered an address before the Colorado Christian Endeavor Union, on "The Reading Habit in the Home."

—Supt. B. B. Harlan finds his work at Middletown growing on his hands, and very pleasant and prosperous withal. Seventeen new schoolrooms have recently been added.

—Dr. W. S. Eversole, of Wooster, Ohio, has resigned the superintendency of the public schools of that city, to accept the presidency of Blair Presbyterial Academy, at Blairsville, New Jersey, salary, \$3,000.

—The firm of D. C. Heath & Co., Boston, is one of the youngest large publishing houses in the country, having started but six years ago; but the number of its publications is unsurpassed in that time by any other school-book house, and among its publications are many of the best text-books now in use.

—Supt. C. C. Miller, of Hamilton, is now well under way in his new position, and everything moves on harmoniously and prosperously. Hamilton's rapid growth makes enlarged school facilities necessary. An elegant new high school building will be occupied at the beginning of next school year.

—Supt. J. L. Lasley, of Geneva, has made an engagement with D. Appleton & Co., of New York, at double the salary he receives in school work. Mr. Lasley has been in the harness since 1865, and leaves his chosen work with no small regret. That he has been a zealous and earnest worker, we can testify from a personal acquaintance of twenty years.

—Dr. W. H. Venable has now passing through the press of Lee and Shepard, Boston, a volume of essays on educational subjects, entitled "Let Him First be a Man, and Other Essays Mainly Relating to Education and Culture." It will embody the author's professional experience and study, and its appearance will be welcomed by a large circle of admirers.

—Supt. John S. Royer, editor of the *School Visitor* and, for the past eight years, superintendent of schools at Gettysburg, Ohio, has accepted the superintendency of schools at Versailles, Ohio. Mr. Royer is one of the veteran teachers of Darke county, having been constantly engaged in the work there for more than a quarter of a century. Many of our readers know him through the *School Visitor*.

—ELECTED:—Supt. F. M. Plank, Wadsworth. Supt. J. E. McKean, Jefferson, two years, salary increased; Josiah Bixler, assistant in High School. Supt. C. W. Butler, Defiance, three years. Supt. J. C. Hartzler, Newark, two years, salary \$2,000, already served seventeen years. Prin. C. E. Budd, Creston. Supt. Geo. B. Bolenbaugh, New Richmond. Supt. W. D. Pepple, Genoa, declined, to accept Delta at an increased salary. Supt. F. Schnee, Cuyahoga Falls. Supt. C. F. Seese, Hudson. Supt. J. P. Sharkey, Eaton, two years, increase of \$200. Prin. J. H. Rowland, Blanchester. Supt. J. W. Jones, Manchester, three years, increase of \$100—already served seven years. Supt. E. S. Jones, West Union. Supt. R. B. Bennett, LaRue. Prin. W. F. Gilmore, Christiansburg. Supt. G. W. Goshorn, West Salem, succeeding D. F. Mock. Supt. T. S. Lowden, Greenville, Pa., succeeding John E. Morris. Supt. M. A.



Yarnell, Sidney, salary \$1700. Supt. R. S. Thomas, Warren, two years, increase of \$150, making \$1850. Supt. R. A. Leisy, Marshallville, salary increased. Supt. R. H. Morison, Cardington. Supt. A. B. Stutzman, Kent, three years. W. H. Weir, high school principal, succeeds A. E. Taylor in the superintendency at Springfield. Supt. L. D. Bonebrake, Mt. Vernon, salary \$1650 and "parsonage" at nominal rent. Supt. J. D. Simkins, St. Marys, three years at \$1300, \$1400, and \$1500, respectively. D. S. Bricker, principal East Building, St. Marys, salary increased. Supt. W. S. Lynch, Johnsville, re-elected but declined, to accept similar position at Belleville. Supt. S. H. Layton, Worthington, increase of \$240 over former position at Dublin. Supt. A. D. Beechy, Norwalk, two years, salary increased. Prof. J. Tuckerman, New Lyme Institute, for ten years.

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### BOOKS.

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*Cathcart's Literary Reader: A Manual of English Literature.* By George R. Cathcart. With Portraits. American Book Company, New York, Cincinnati and Chicago.

This is a revision of a well-known and deservedly popular book. The new features are an introductory chapter of definitions and outline of study, a chapter on the beginnings of English Literature, division of our literature into four great periods—Elizabethan Literature, Literature of the Commonwealth and Restoration, Literature of the 18th Century, and Literature of the 19th Century, with an introductory chapter to each period, and rewritten and more extended biographical and critical notes. The book is at once a most excellent English reader and a reliable manual of English Literature for upper grade schools.

*New Elementary Algebra*, Embracing the first Principles of the Science. By Charles Davies, LL. D. Edited by J. H. Van Amringe, Ph. D. Published by the American Book Company, New York, Cincinnati, Chicago.

The fault of many of the modern elementary algebras is their difficulty. The change from arithmetic to algebra is too abrupt, and the pupil becomes bewildered and discouraged. With such text-books, algebra becomes a stumbling-block at the very entrance of the high school, and as a result more pupils fail at this point than elsewhere in the public school course. Davies's *Elementary Algebra* is not a book of this class. It starts with very simple mental exercises and leads the pupil on by easy stages to a familiarity with the algebraic process of reasoning. It is in this respect like the excellent elementary algebra of Dr. Ray, which has done excellent service for many years.

*Select Essays of Addison, together with Macaulay's Essay on Addison's Life and Writings.* Edited by Samuel Thurber. Published by Allyn and Bacon, Boston.

The editor of these selections makes the serious charge (there is reason to fear that it is just) that the evolution of literature teaching has reached a stage where the analyses and notes of the text-book and

the explanations of the teacher relieve the student from all need of exploration and investigation. To the student belongs the work of research and note-making, and to do it for him is to wrong him. This book does not undertake to do the student's work, but to place it before him and incite him to his best effort. The selections have been somewhat pruned in accordance with modern standards, and under a wise teacher they can scarcely fail to interest young students in Addison as a moral teacher, a painter of character, a humorist, and as a writer of elegant English.

*Aristotle and Ancient Educational Ideals.* By Thomas Davidson. Published by Charles Scribner's Sons, New York.

It was concerning Aristotle that Goethe said, "It is beyond all conception what that man espied, saw, beheld, remarked, observed." And Hegel: "He is, of all the ancients, the most worthy of study." Likewise Dante: "Wherever the divine wisdom of Aristotle has opened its mouth, the wisdom of others, it seems to me, is to be disregarded."

In this volume the author traces briefly the whole history of Greek education up to and down from Aristotle, showing quite clearly the close connection between Greek education and Greek social and political life. The quotations from ancient authors at the heads of the different chapters, expressing in the most striking way the spirit of the different periods and theories of Greek education, constitute a striking feature. The volume is the first of a series entitled "The Great Educators, edited by Nicholas Murray Butler. It is a book which students of education cannot afford to pass by.

*The History and Science of Education.* For Institutes, Normal Schools, Reading Circles, and the Private Self-Instruction of Teachers. By William J. Shoup, M. S. American Book Company, New York, Cincinnati, Chicago.

This book is in two parts, the first being devoted to the evolution of mind and the consequent science of education applied to the art of teaching, the second more particular to the history of education. The author does not attempt a systematic course in psychology, but only so much of the nature of mind and its development as seem necessary to an understanding of the underlying principles of common-school education. The style is simple and lucid and a vein of common sense runs through the whole. Teachers are advised to avoid making themselves ridiculous by announcing to the world as new discoveries methods and systems which are as venerable as the hills; and this is good advice. The book is worthy of a place in the rapidly growing list of teachers' books.

*Rhetoric of Vocal Expression:* A study of the Properties of Thought as Related to Utterance. By Wm. B. Chamberlain, A. M., Professor of Elocution and Rhetoric in Oberlin College. Published by E. J. Goodrich, Oberlin, Ohio.

Thought and the expression of thought act and react upon each other. Clearness and beauty of thought tend to clearness and elegance of expression, and the reverse also is true. High art in vocal expression implies skill in the interpretation of thought and in the analysis of the

thought-process. A vocal artist must be first a literary interpreter. These are the principles upon which the work before us is based. The *Psychology of Elocution* would not have been an inappropriate title. The four distinct parts of the treatise are: 1. The Intellectual Element. 2. The Emotional Element. 3. The Volitional Element. 4. General Features of Utterance. It is not a volume of choice extracts with directions for practice, but a scientific study of the subject with sufficient introduction of gems of literature for illustration. The student who wants to be more than an empiric in vocal expression will find valuable aid in this book.

*Business Law: A Manual for Schools and Colleges, and for Every Day Use.* By Alonzo R. Weed, LL. B., of the Boston Bar. Revised Edition. Published by D. C. Heath & Co., Boston, 1892.

Some such book as this would seem to be a necessity for every one who transacts business. It contains a plain, simple statement of the common principles of law which prevail in the transaction of business. These are set forth under such heads as Contracts, Partnership, Negotiable Paper, Collection Laws, Legal Rates of Interest, Insurance, etc. Considerable space is devoted to questions and exercises on the various topics treated. The closing chapter contains valuable business forms.

*Beowulf, An Anglo-Saxon Epic Poem, Translated from the Heyne-Socin Text* by John Lesslie Hall, Professor of English and History in the College of William and Mary. Published by D. C. Heath and Co., Boston. 1892.

This neat quarto cloth-bound volume contains, besides the text, table of contents, and preface, a condensed outline of the story of the poem, a bibliography of other translations, a glossary of terms, and copious marginal notes. The venerable epic is presented in modern English garb, yet retaining the essential characteristics of the original with a strong flavor of archaism. It is well calculated to give English-speaking people at least a glimpse of the life and thought of their earlier ancestors.

*The Information Readers.* Number 4. Modern Industries and Commerce. By Robert Lewis, Ph. D. Boston: Boston School Supply Company. 329 pp. 60 cents.

Packed full of useful information, yet as fascinating as any story book. Any boy or girl of average intelligence will read it through without coaxing or coercion. Railroads, shipping, transportation of grain and other commodities, manufacture of money, the collection, transportation and distribution of mail matter, banking, fire departments, lighting, mining, printing and other industries are described in a style so vivid and attractive as to secure the interest and rivet the attention of both old and young.

## MAGAZINES.

*The Atlantic Monthly* for June has in it a paper of great value to teachers and to all persons who are interested in one of the greatest problems of our day—the Negro Question. This is the article by William T. Harris, LL. D., U. S. Commissioner of Education, entitled “The Education of the Negro.” All sides of this subject are most thoughtfully and ably treated by the author, who has made his paper of still greater value by adding to it notes, opinions, and criticisms written by some of the leading men of the South, to whom it was sent before publication.

The representative character of the *North American Review* is again indicated by the symposium in the June number. The subject is “The Harrison Administration,” and the participants in the discussion are Senator Dawes of Massachusetts, Senator Dolph of Oregon, and Senator Colquitt of Georgia. “The Perils of Re-electing Presidents” is the subject of an article by the Hon. Dorman B. Eaton. Senator Stewart’s article on “The Rule of the Gold Kings” in the May number is answered in the June number by Murat Halstead.

The frontispiece of *The Review of Reviews* for June is the most interesting picture of Mr. Blaine that has been published in a long while. It is from his very latest photograph, made by a distinguished German diplomatist at Washington, who happens to be an ardent amateur photographer. It represents Mr. Blaine sitting on his porch at Bar Harbor, and was secured last fall. In connection is a very readable article entitled “A Glance at Mr. Blaine’s Commercial Policy.” This issue more than sustains the reputation the magazine is making as a monthly portrait gallery. This number contains about fifty striking new portraits executed in fine wood engraving, in photographic process work and in spirited pen drawing. Statesmen, educators, clergymen, men of affairs, great authors and all sorts of well-known men find access to the discriminating yet liberal and catholic pages of *The Review of Reviews*.

*Scribner* for June is a choice number, highly illustrated and filled with well written articles adapted to the tastes and needs of cultured people.

The contents of the *Arena* for June embrace science, history, ethics, economics, politics, literary criticism, education, psychic science and fiction. Among the contributors are Professor A. E. Dolbear, of Tufts University, Rev. Minot J. Savage, B. O. Flower, W. D. McCrackan, A. M., author of “The Rise of the Swiss Republic,” Louise Chandler Moulton, Rabbi Solomon Schindler, Frederick Taylor, F. R. G. S., B. F. Underwood and Hamlin Garland. A paper which will be interesting to social reformers is the Ishmaelites of Civilization, or the Democracy of Darkness. It is a thrillingly vivid picture of the criminal poor and abounds in thought which will prove suggestive and valuable to philanthropists. A. C. Houston contributes the leading political paper; it is entitled The Bed Rock of True Democracy. Mr. Garland’s story, “A Spoil of Office,” closes in this issue.

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SAMUEL FINDLEY, EDITOR.

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**EDUCATION PROBLEMS AWAITING SOLUTION IN ENGLAND.**

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DR. B. A. HINSDALE.

Perhaps there is no country in Europe where there is on the whole more educational activity at the present time than in England, and perhaps no country where it is now more interesting to study current educational problems. The explanation of the activity and interest referred to will be found in a number of facts. In the first place, the existing system of elementary instruction is very recent, and also very complicated, calling for the adjustment of what, it is hardly an exaggeration to say, are antagonistic and conflicting elements. Special reference is here made, of course, to the elements that are summed up in a general way by the expressions "Board schools" and "Church schools." In the second place, England as yet can hardly be said to have practically taken up certain very important educational questions that press for early solution. What some of these are, will appear in the sequel. Among the forms of educational activity to be noticed are teachers' conventions and other gatherings of one kind and another, educational discussions in ecclesiastical meetings, educational publications, both books and periodicals, and the very considerable amount of space that is assigned to the subject by the newspapers.

magazines, and reviews of the country. One gratifying feature is this: the leading London journals do not scruple to devote liberal space to educational articles that, by reason of their strength and weight, would hardly find admission to the non-professional journals of our own country.

For example, there now lies before me an article that appeared in *The Times* not very long ago, with the title, "Education Problems awaiting Solution." It fills two and a half of the solid columns of that great newspaper, and brings together a mass of facts and arguments that I shall venture to summarize for the readers of the MONTHLY. It will be seen that to a very considerable extent educational discussions in England run parallel with similar discussions in the United States.

1. The first and the most urgent of the unsolved problems concerns the improved attendance of elementary scholars. For every 10,000 of the population the average attendance at inspected schools rose from 542 in 1871 to 1282 in 1890. This is gratifying. Still it is to be remembered that for every 100 children of school age whose names might be on the school registers, 82 are actually found there, and no more than 63 of these are in daily attendance. When it is known that of every 100 children who pass in Standard IV, or as we should say in Grade or Class IV—work that is easily done by the time a child is 10 years old—35 leave school immediately, and 72 fail to go on to Standard VI, it will be readily seen that something needs to be done, both to prolong the school life of the average elementary scholar, and also to secure from him a more regular attendance throughout his school career. Hitherto the friends of free schools have placed much stress on the fees that were required by the managers of both Board schools and Voluntary schools as an obstructive influence. It remains to be seen how far the legislation of last year, whereby such fees have been greatly lowered or altogether abolished, will improve matters. *The Times* is probably right in its anticipation that this legislation will not be as beneficial in this direction as its ardent friends have hoped. It thinks that some changes must be made in the laws relating to compulsory education, and that a great deal remains to be done by way of overcoming the indifference or the selfishness, if they be not the same thing, of parents.

2. A thorough reconstruction of the night-school system is urgently needed. It appears that in the large centres of population these schools are in a fairly satisfactory condition, but in the rural

districts they are in a very bad state indeed. Part of the explanation is undoubtedly to be found in the unfavorable conditions attending the carrying on of night schools in country districts. The writer thinks that much stress should be placed on the fact that the country night-school curriculum is much less inviting than the city curriculum, and he pleads for reform. The remedy is obvious, he says, "Give night schools a well-considered curriculum of their own; offer such a variety of subjects as will meet the needs of every locality; make the subjects as practical as is possible; and afford every facility for children under 21 devoting say four hours a week during the long winter months to mental improvement; and it will not be long before it will become the rule to have a night school in every parish, and to assemble there practically all the lads who otherwise would be making night hideous with their noisy horseplay, whilst persistently casting out of their memory all the instruction for which the State is now paying so many millions of hard-earned gold."

3. The pupil-teacher system, introduced into the schools in 1846, which seems to an American such a novel device to accomplish its purpose, but which has been very popular in England, and has undoubtedly been very serviceable, is declared to be, to some extent, at the present moment on trial. The great trouble is to secure proper instruction for the pupil teachers, and especially where population is sparse. It is said, however, that three things are possible even in the most scattered neighborhoods. Managers might afford much aid to a pupil teacher's studies by revising his note book, hearing him read, and giving him instruction in common things; the head-teachers of two or more schools might arrange on a Saturday to assemble at one place all the pupil teachers of the district for central instruction given by one or more members of their own body, and periodical practice examinations might be held twice a year over a whole county or diocese, for the purpose of discovering the weak places in any pupil teacher's mental equipment in time to have them strengthened before his annual examination comes off, and also of securing that his studies are equally distributed all over the year.

4. A still larger teachers' question is looming on the horizon of the future, a question that has as yet been hardly raised for serious discussion in the United States. It is that of teachers' pensions. It is well known, of course, that pensions, outside of army pensions, are vastly more prominent in Europe than in

America; well known that on the Continent teachers are generally pensioned after a certain period of service, at least in France and Germany; and that the question has been much discussed in England, although very little has been done practically to answer it. The subject is intimately bound up with that of teachers' wages, which are probably a still greater grievance in England than in the United States. For example, I find one of the speakers at the late Conference of the National Union of Teachers, held at Leeds, using such language as this: "They talked about theirs being a profession, but what was a profession that was paid like theirs? No less than 2,000 certificated teachers were earning less than £45 a year, and 3,159 were earning less than £50 a year; and yet teachers were supposed to keep up a good appearance on these salaries. How could they do it on such a beggarly pittance? There were some Boards which made promises of advances to the teachers, and which often broke those promises; there were other Boards and other Managers who paid their assistants only fairly well. Out of 17,000 certificated teachers two-thirds were assistants, and only 10 were receiving salaries of £200 a year and above. Was that a liberal treatment? It was a fact that 95 percent of the certificated teachers of the country were receiving less than £150 a year, and 65 percent were receiving salaries of less than £75. Ladies were supposed to keep up a good appearance and act as ladies, when they were actually receiving less than 30 shillings a week." A second speaker stated that in Bristol "the maximum for the female assistant was £90, and that for a male assistant £120, which he did not think was anything like satisfactory remuneration." I also find the following paragraph in one of the educational journals, which bears on the same subject:—"The Roman Catholic teachers of Great Britain are placed in a somewhat difficult position by the desire they naturally feel to improve their position, and by their equally strong desire to remain faithful to their church and clergy. They are ill-paid, and their salaries show a tendency to decrease rather than to increase. The average salary for Roman Catholic headmasters is only £113, as against £134, the average for the whole country. The assistant teachers are still worse off. The teachers urge upon the Roman Catholic authorities the necessity for establishing higher grade schools in at least the large centres of population." As respects pensions, the subject is now being investigated by a Committee of the House of Commons, and I venture to present some of the statistics that said Committee is called



upon to masticate and digest. Meanwhile, my readers shall answer whether the language quoted in relation to teachers' wages has a familiar ring.

"The existing body of 46,539 certificated teachers has been brought together mainly by annual additions of 3,000 or 4,000 men and women of the average age of 20 or 21; and, as only about 300 of these can date back the beginning of their work before 1851, it is plain that the vast majority of them are still below 60 years of age. As a matter of fact, 2,700 of them are between 50 and 60, 7,000 between 40 and 50, nearly 17,000 between 30 and 40, and about 20,000 under 30 years of age. At present, therefore, only a comparatively small number are above the age for continuing active and regular work. In ten years' time, however, there will be over 2,000 worn-out teachers too much incapacitated to be able to teach a school efficiently; and these will be annually recruited in rapidly increasing numbers till, when things have reached their normal condition, the total number at one time of incapacitated teachers of 65 and over will fall but little short of 6,000. What, in the interest of efficient elementary education, is to be done for this large body of worn-out public servants? About 300 existing certificated teachers were at work before August, 1851, and these, it may be said, are practically sure of a pension under the "Minutes" of 1846. The certificated teachers now between 50 and 60 years old, and numbering, as mentioned above, some 2,700, have a chance of obtaining a pension; for there are 232 pensions available for them if only they live long enough to be appointed to a vacancy. But for the remaining 43,000 certificated teachers there are at present no pensions provided."

5. How to control the extravagant expenditure of reckless School Boards, *The Times* says, is likely to prove the very hardest of all the problems impeding the way to efficient national education. Some readers will remember that this question entered very deeply into the last election of the London School Board. I dismiss the topic with the observation that, to a very great extent, it is not so much a question of what Americans would call wastefulness or prodigality as it is a question of what popular education should be, both as to quantity and quality. There are in England, and perhaps I may say especially in London, two parties now standing at daggers drawn; one desiring to widen the scope of School Board operations, and the other to restrict, or possibly even to narrow, it. And yet it must be said that elementary instruction has taken such a hold of the English mind that no Conservative, no matter what his inner thoughts may be, ventures to proclaim opposition, or hardly even indifference, to popular schools, at least in places where it is likely to reach the public ear.

6. The biggest of all present educational problems is declared to be that of the organization of secondary education. Here it must be observed, first of all, that Government has never done any thing for secondary education, except in a fragmentary and tentative way, and that practically the whole subject now lies in the most confused and disorganized state. What *The Times* has to say respecting this last problem is so interesting as a matter of information, at least to an American, that I venture to append its recommendations entire.

"First and foremost, a sufficient supply of well-arranged and thoroughly-equipped school buildings has to be set up in accessible positions to meet the needs for secondary education in every district throughout the land. Many existing institutions may undoubtedly not only remain but be recognized as integral parts of the system, under, of course, certain necessary and clearly-defined conditions; and a place may wisely be reserved for every "private adventure" secondary school which comes up to some assigned standard of efficiency and is ready to accept the proffered conditions.

"A curriculum should be drawn up in the second place, which, whilst being thoroughly elastic, should at any rate set up a certain standard of attainment to be aimed at and as far as possible attained even in the humblest of these secondary schools. The syllabus put forth by the authorities who manage the "local examinations" has done excellent work in the past, both in the way of systematizing the curriculum adopted in the schools, and of gradually raising the standard of work attempted.

"Another measure of improvement is indispensable. At present many teachers in intermediate schools have no sort of diploma as a testimony to their fitness for the work in which they are engaged; parents, therefore, have no security in such cases that they are intrusting their children to the care of persons able to do what they profess. Some scheme of registration is, accordingly, most necessary to be framed and adopted by authority, if only as a means of protecting deserving members of the scholastic profession against the mischief wrought by their unqualified rivals.

"Last of all, means must be taken by an annual official inspection of every school to make sure that the scholars are being efficiently taught according to their age and their powers of mind.

"How these secondary schools are going to be called into existence; what local authorities are to be their managers; where the money is to be found for starting them and providing in part for their maintenance; who are to frame and from time to time to revise the curriculum; by what means teachers' qualifications are to be ascertained before their names are placed upon the register; and by whom and upon what defined plan the schools are to be inspected—these are the several parts of the problem upon which

thought and discussion will have to be bestowed. Happily, at the present moment there is somewhat of a lull in the storm which for so long has been raging in the educational world; and this lull may most advantageously be laid hold of as a most appropriate time, for the dispassionate consideration of each and all of the problems that have now been stated."

*London, May 7, 1892.*

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### COUNTY INSTITUTES.

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[Condensed from a paper read by County Superintendent J. M. Berkey, of Somerset, Pa., before a state convention of superintendents.]

There is no need to discuss before this body the educational value and the far-reaching influence of the annual convention of teachers in every county of the State. This discussion will be limited to the motives, means and methods of institute management. What are the leading characteristics of a good county institute?

1. *There should be thorough organization.* The law very wisely places the management of the institute in the hands of the county superintendent and holds him responsible for results. He selects time and place, engages instructors and lecturers, arranges a program for each session, and directs the exercises. The subordinate officers and committees should be wisely chosen, and the duties of each should be clearly defined and faithfully performed. System, order, promptness and regularity are as essential in the institute as in the school.

There can be no reasonable excuse for using half the opening session in enrolling the teachers, an hour a day in calling the roll, and the closing session in mere routine business. Proper management will provide for these things without consuming the time that ought to be used in the work for which the institute exists. The efficient superintendent will have his forces well in hand and so dispose them that the institute will move off at once like a well organized school.

2. *The instruction should be practical.* Probably no word in our language has a wider range of application than the word practical, and when applied to the teacher's work it takes as many shades of meaning as there are individual theories or methods. Taking, however, the general definition, viz.: "capable of being turned to use or account," we assume that institute instruction is practical when it will help the teacher, directly or indirectly, in his daily schoolroom duties. "The true function of the county in-

stitute," said the lamented Dr. Higbee, "is to enlighten rather than to instruct." It points out and lights up the teacher's pathway, rather than supplies the equipments for his onward march. It is designed to enlarge the teacher's vision, and give him a higher ideal of his worth and work. To awaken right motives, suggest and stimulate good methods, and inspire worthy effort, *is more practical* than to tell how to write and read decimal fractions. The most inexperienced should know the latter before he comes to the institute, and if he does not, any common school arithmetic will give him the information. A half hour spent in telling teachers how to catch and cure a butterfly, or why the baboon is not our first cousin, is simply so much time wasted. Such topics have properly a place in certain class-rooms, but they are out of place before a county institute.

The teachers must be made to feel that the instruction comes from one who knows the conditions and the environment of the average public school—one who is in sympathetic touch with the daily routine of the schoolroom with all its discouragements and difficulties, one who can measure the intelligence and needs of his auditors, and adapt his instruction to the grasp of those who listen. I fear many of our instructors get too far away from the country school. It has been a long time since they were teachers there; some of them, possibly, never saw such a school. And so they have forgotten, or else never knew, the lack of school facilities, the local prejudices, the chilling indifference, and yet withal, the grand possibilities that lie in the pathway of the country school teacher.

The most prominent question, in my judgment, now before the educators of this State is the improvement of the country school, through the medium of supervision. Isolated and alone, often inexperienced and inefficient, unaided by records, system or guide, the district teacher does need help, and so far as the county institute can afford him assistance and encouragement, inadequate though it may be, it will yet be serving one of the chief purposes for which it was established. The institute instructor, therefore, whether as president of a college, principal of a normal school, a teacher in some special department, a general superintendent, or simply a professional institute worker, needs to have that intimate acquaintance with the actual condition and needs of the public schools, and especially the country schools, which comes from actual experience, observation, and study.

The institute instructor must be master of his subject. He

should have such a comprehensive knowledge and grasp of the matter in hand that he will be able to speak with confidence and force, without fearing to invite question or criticism. He should be a specialist, to some extent, at least. There are few men, indeed, who presume to be equally well-informed or skillful in every line of the teacher's profession, and it is only when one excels in some special line that he becomes an able and enthusiastic leader in that direction. Other things being equal, the specialist comes with more authority, more positiveness, and therefore exerts a more lasting influence, than the one who is ready to talk on any subject. While every institute may need the "all-round" instructor, yet the program will lack completeness and balance unless there be provided one or more specialists who are called to strengthen some weak point in the school work of the county.

The instructor must be thoroughly in earnest. It is not so much the elegant language, the studied rhetoric, the clear exposition of truth or fact, as the whole-souled, self-consuming earnestness of the speaker, that wins an audience. He needs that earnestness which comes from a clear and honest conviction of right and truth and duty, an earnestness that will secure and hold the attention on any subject, that will carry with it the conviction that the speaker knows and feels, and means what he says, that will send the teachers back to their schools with a lasting inspiration to use the best they know.

The instructor whose chief merit is his fund of anecdotes, personal experiences, and funny stories, should be avoided. Wit, humor, or pathos is all right when it comes naturally, spontaneously; but when made a feature of entertainment merely, the result, as in Hamlet's time, will be that "though it make the unskillful laugh, it cannot but make the judicious grieve."

3. *There should be good music.* The best music of an institute is that which the institute itself renders, under the direction of a competent and enthusiastic musical director. Trained solos, orchestras, or choirs should have but a small part in the musical program. Ordinarily one leader is better than a dozen, and a single piano or organ better than a full orchestra. The object of the musical drills and exercises is not merely that of pleasant recreation and rest between periods of instruction, though they may serve this purpose very well; but the chief aim is to stimulate the use of music in the schools.

We want such institute music as can be transferred to the

schools; and to this end the teachers themselves should do the singing. Success along this line depends almost entirely upon the choice of a musical director—one who is not only master of his art, but who is full of enthusiasm and good cheer; who has the personal magnetism, the sympathetic power, to enlist the interest of the whole institute in the musical exercises.

4. *The spirit of mutual helpfulness should prevail.* The instructor of ability, experience, and right motives seeks to enlist the interest and sympathies of the teachers by asking them to do something, to write something, or to say something; not so much for what is said or done by them, but because they are made to feel that they are helping in the instruction; that they are not merely being "talked at," but there is a mutual assistance, a spirit of co-operation, that begets interest and enthusiasm. The good old lady was right, who when asked about the success of the evening prayer service, replied, "We had a good meeting to-night—I spoke." So the institute instructor must come into sympathetic touch with his audience, and by the helpful influences of fraternal interests, open the way to the instruction and the inspiration of master minds, the development of higher ideals and nobler aims,—the expansion of thought and feeling and purpose.

The institute needs not only the development of advanced thought, the exposition of general principles and new methods, it needs as well the exchange of thought by the home teachers. Every county has some brilliant and able teachers, and all such should be encouraged to give their best thoughts in crystallized form to the county institute. It may be in the form of topical talks, papers, discussions, queries—any form that will touch the practical questions of school economy. Every institute program should provide for a special session for teachers where they may help one another by the free and spontaneous expression of opinion on every-day school questions. Where circumstances are favorable, it may be well to divide the institute into sections for a part of the day.

5. *The social feature of the institute should not be overlooked.* Scattered and isolated most of the time; the teachers of an entire county find themselves suddenly united in a strong and honorable fraternity, and in this annual reunion is afforded a golden opportunity for general acquaintance and social culture. Teachers need to feel that they belong to a profession which recognizes and demands true moral worth as well as intelligence and culture in its

members; and the influence of such a social atmosphere is always helpful and elevating. Superintendents and instructors should encourage this feature, and in a quiet, genial way help to fill up the moments of leisure with a social cheer that will make all to feel the bond of professional friendship and courtesy. Instead of the formal Monday evening lecture, greater good would be realized by a program of some literary merit, but of such an informal nature as to allow ample opportunity for general social intercourse and conversation.

6. *A course of evening lectures should be provided.* These exercises are not necessarily a part of the regular institute program, yet they are almost indispensable to its success. For the last ten or fifteen years the professional platform lecturer has had a rich field for his best efforts before the evening audiences of the Pennsylvania institutes, and doubtless much good has been accomplished through these well-paid lecturers. A good lecture is a whole volume of instruction and inspiration, and in many counties the annual institute affords about the only opportunity of securing and hearing some of the best talent on the American platform. It seems to me, however, that abstract moral lectures are waning in popular appreciation. There is too much sameness in many of them. Analyzed, they are found to consist of an exposition of the common virtues, some sound advice, a little sense and much more nonsense, a line of personal experiences and funny stories made to order, and all clothed in the choicest language, a good voice and studied gesture. Every one of them is the work of a philanthropist of the highest order, whose card reads, however, "For revenue only."

In his place there is coming the lecturer who has a message to deliver. It may be scientific, literary, historical or abstract, philosophical or popular and entertaining, or all combined, but it is a special message, whose chief merit is not in the speaker's general reputation, or his ability to tell a good story, but who comes as the master of his theme, and with an earnestness born of strong convictions—he comes to instruct, to enlighten, to elevate, to inspire. The growing demand among teachers as well as from the lecture-going public is for such a lecture, or else simply first-class entertainment for the hour. Both may, in my judgment, very properly appear in a course of evening exercises for a county institute. There is evidently a tendency, however, in some counties, to cater largely to the entertainment-loving crowd, at the expense of some.

thing higher and better. This is a mistake, and an abuse of the privilege to enlighten and elevate as well as to entertain the educational public.

Thus judiciously managed, the annual convention of teachers may continue as in the past to be an educational Mecca, a means of professional development, and a potent force in the substantial progress of our common schools.

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### ON THE WILL.

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BY M. TOPE.

All the readers of the MONTHLY have no doubt read and admired the clever article on the above subject by J. N. David, given last month. The treatment of it showed a well-informed mind, and it was particularly interesting to me, as for some time past I have given much attention to the study of this subject. Though short, it started in my mind a number of thoughts, a few of which I kindly ask to be allowed to offer briefly, as follows:—

As Mr. David truly remarks, much has been written on the Will, without its philosophy's being fully understood. This is largely due, perhaps, to the fact that the system of mental science which best explains it has not been recognized and learned as it should be in its comprehensive relations to such subjects. This system of mental science, or mental philosophy, is phrenology. From a phrenological standpoint, the Will is a very important subject, but not so difficult to understand or explain as has been supposed.

What the headlight is to the locomotive, phrenology is to education and human conduct, showing us the true track in a clear light, and not only enabling us to avert danger from obstructions, but to harness all the powers to the very best possible advantage. It explains the Will clearly.

What, then, are the teachings of phrenology concerning the Human Will?

1. The old school psychologists have claimed that it is a *single faculty*. Phrenology has shown that it is the result, not of one, but several faculties acting in conjunction; that it depends upon the knowledge, predominating inclinations, and the incentives set before the mind of an individual; that it consists in part of making a choice of action, and, finally, in directing the powers in action.



2. According to phrenological doctrine, the mind consists of forty-three or more primary powers or faculties, each of which is active in proportion to its strength and cultivation, with the proper incentives or excitants before it. Each must act, and act in its own way, performing only its own particular class of functions. Now, to say that there is a *single faculty of Will* is absurd, for both the influences of sentiment and the judgments of intellect have to do with it. Hence we say it is a compound function, and appertains to the whole mind or set of faculties. Nay more, Willing includes the action of the physical powers as well as the mental operations.

Rev. Joseph Cook said in one of his lectures that "conscience is the captain of the human soul;" and yet conscience alone does not constitute Will; nor does any other single faculty. Cook added that "reason (the phrenological faculty of causality) is the helmsman."

Conscience and appetite are two faculties that often quarrel, kindness and acquisitiveness are sometimes arrayed against each other, and so of others. And whichever gains the mastery controls the action of the others and gives direction or shape to conduct. This is *Will*. In other words, the individual is an agent. He has powers of mind and body. These are exerted in him and by him. And this is what we mean when we say he *wills*; that is, he conducts exertion or effort.

3. In willing, *motive* comes first; and as each faculty has a motive, the nature of the Will must depend upon the incentives brought and the number and nature of the faculties awakened. This is to say, there are different kinds of Will.

4. *Desire* or *wish* comes second in the order, as the natural result of motive. Do not make the mistake of substituting a mere desire for the force that puts an individual's executive nature into action. A *motive* is not Will; neither is a *desire* or *wish*. The desire is behind the decision to act. It may, however, be the strongest factor of the decision, when reinforced by a strong feeling or sentiment.

5. After this comes the *choice* as between the existing conditions and surroundings. This proceeds chiefly from conscience and causality.

6. After the choice comes the *execution* of the decision. This calls on force, destructiveness, firmness and continuity; and the execution will vary as these faculties vary in their strength and

activity. One will persevere, another waver; one will be rash, another slow; one bold, another cunning, and so on. These are called qualities of Will. And all should be trained at home and school to direct these faculties along the lines of action which constitute good conduct.

7. I may illustrate the compound sources of Will by a boy learning to smoke. Ignorant of its evils to his system, his ambition prompts him to show off at smoking. He indulges, and becomes very sick. His parents find it out and forbid his doing so again. This awakens parental love and caution, and love of life joining in, the boy eschews tobacco smoke ever after. But if the boy's ambition is aided by self-esteem, firmness and continuity, and all of these strong, in nine cases out of ten, unless carefully managed, he will persevere and become a smoker. Now, here are several elements that enter into the matter of Will.

*Bowerston, Ohio.*

In giving place to the foregoing, the editor does not wish to be understood as endorsing its claims for the so-called science of phrenology or craniology.

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### MEN AND WOMEN AS TEACHERS.

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Rabbi Schindler tells in the June *Arena* of a flaw he thinks he has discovered in the public school system. He starts out by saying that it is not mere patriotic sentimentality nor vanity which prompts the assertion that our public schools are as good as, if not better than, any in the world; and the teachers of this country will soon stand abreast with most modern educators, if they do not already keep pace with all.

But there is a flaw in the mechanism of the schools, seen by only a few persons, and these few seem not disposed to direct public attention to it. A flaw in wheel or shaft is the more dangerous because it is most frequently invisible and unsuspected, and often can only be repaired by smelting and recasting.

The flaw in our educational system which the Rabbi makes bold to expose is "*the overwhelming preponderance of women's influence in our public schools.*"

It is noticeable that the writer of the article no sooner makes this statement than he hastens to disclaim any want of gallantry, or any lack of appreciation of woman and her influence. He thinks no one is less likely than he to undervalue the ability of the female

sex in any branch of science, literature, or art; and no one is less likely to propose to close against them a profession for which nature seems to have fitted them, and in which they have achieved most brilliant success. There is no other profession to which women have shown themselves better adapted. As far as capability is concerned, the Rabbi would be disposed to give up the whole field of education to the women.

But the question at issue is one which concerns not only the teachers but the children. It is not whether men or women are better teachers, but whether a child can be properly educated by either alone,—whether both are not needed to produce a thoroughly successful educational result.

So long as education meant only the cramming of children with facts so that they could read, write and cipher, carry in their heads some geography and history, and perhaps quote some passages from popular authors, it mattered little whether the drill-master was male or female. From such a stand-point, "it is as immaterial who holds the text-book as who wields the rod; and a woman teaching not only reaches the same result as her male competitor, but generally surpasses him in patience and endurance. If the sole aim of public-school education is to cram a child's memory with facts, a woman can do that and teach the rules of grammar, the multiplication table, the names of rivers in Asia, or the alphabet, as well as a man."

But fortunately this false conception of education has largely given place to one more nearly correct. Educating a child now means far more than training his memory. The *whole* boy or girl is put to school. All the slumbering forces of the soul are to be awakened, and character is to be formed.

The care for the coming generation must be equally shared by men and women, if the modern ideal of education is to be realized. Both male and female influences are needed for the full development of a child's nature. Girls need as much to be brought under the influence of a man's mind as boys need to come under female influence. Either without the other gives one-sided results. Nature has shown the way by providing for a child both father and mother.

The paper concludes with the following inquiry into the cause of the preponderance of women in public schools:

"Why have women won so complete a victory over men in the profession of teaching? Even allowing for their aptitude, enthusiasm, intelligence, and industry, their victory is due no less to the

fact that they are able to sell their labor cheaper than men can in teaching, as in so many other branches of industry; so that labor unions begin to insist that a man's wages should be the standard of pay.

In the field of teaching as well, the salary received by male teachers should be the standard of pay for teaching by a woman. Under present conditions, men have withdrawn from the unequal struggle because they found it impossible to work for the salary for which female teachers offer their services.

There are many reasons why women are willing to work for less wages than men. Suffice it to mention one. A man chooses an occupation, with a view to the support of a family; while a woman usually selects hers as merely an incidental, for the time being, until she marries, or in order to gain independence as an unmarried woman, in either case having to consider only her own person.

From an economical standpoint, it may be said that such a consideration as that of the man for his family ought not to be of weight in the labor market; and that an employer has a perfect right to take advantage of the condition which makes it possible to procure the labor of one person cheaper than that of another, as one would buy a bale of hay in the market.

This may be, where labor represents muscular exertion. In a factory, the cloth, the shoe, the watch a woman makes, may be of the same value as that made by a man, who demands higher wages; but the same economic standard is by no means applicable to the profession of school-teaching. Here it *does* make a difference whether the future citizen is brought solely under the influence of women or not; it becomes a matter of necessity to bring upon the child the influence of an equal proportion of masculine mentality. To crowd out the male teacher simply because three excellent female teachers can be hired for the salary of one man, or that to hire an equal number of male and female instructors would cost three times as much as the present system, is highly dangerous to the educational development of future citizens.

The position of a teacher, to whom is to be entrusted the physical, mental, and moral welfare of our successors, is an exceptional one; and to be a teacher one should be a manly man or a womanly woman, with high intellectual powers and careful training. An inducement to choose the profession should be offered that would lead them to devote their life to it. A man should receive a salary which will enable him to lead an intellectual life and

establish a family, and a woman should be given the same opportunities. A young person who shows aptitude and enthusiasm for the profession should be educated at public expense, kept from want, and cared for all his lifetime, and secured a pension when superannuated or unfit for work. \*

Sooner or later, unless the whole system of public schools is recast, the flaw in the mechanism, which cannot be remedied by any kind of patchwork, will surely cause a break in that weak spot."

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### **FLEXIBLE GROUPS INSTEAD OF RIGID GRADES.**

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BY SUPT. F. TREUDLEY, YOUNGSTOWN, OHIO.

[Substance of Inaugural Address delivered before the North Eastern Ohio Teachers' Association, at Canton, May 28, 1892.]

There is no question that the work of the graded schools, as at present organized, is robbed of much of its value. They endeavor to gather into classes too many pupils of unequal attainments and power, and to hold them upon given work for lengths of time unsuited to their varying capacities. There can be no doubt that under their operations too many bright minds are unduly retarded in their progress and many dull ones unduly pushed.

Despite the efforts of teachers, though conscientious and capable, the system forbids that individual work that is really the soul of teaching. Whether the grades are separated by a year or half year, the difficulties remain. To advance a grade means the overcoming of difficulties too many for the strength of the average child. But worse than this, it means the injustice of requiring all pupils to cover the same ground in the same time; for children are not equally capable. Behind every child is a different history, and bequeathed to each a different heritage. Hence, somehow and in some way there must come an adjustment which will recognize these differing gifts and powers if the graded schools are to do their full work.

I think there is no one who will not acknowledge that the great criticism upon the public graded school is that it tends to uniformity. There is no teacher or superintendent of any length of service, who has not been made to feel constantly the differing capacities of sections of the same school and the impossibility of yoking them together. I believe that in every school as ordinarily collected, one can pick out a given third capable of doing twice the work of another.

Now, what shall be the remedy? The more I study the question the more it seems to me that the only real and feasible remedy is to break the schools into groups of corresponding ability and allow them to move on according to their strength. The number of groups in a school must be limited, in grammar grades to three or less, for the number that can be taught successfully is limited, and in primary grades may be four or more. But these groups can fairly well regard differing powers, and for each, uniform work can be effectually and safely assigned. Under this plan a large degree of individual teaching is secured. It will present the spectacle of the steady and upward growth of all the pupils, hindered by no arbitrary limits but advancing according to their strength. If pupils can not cover the work of a year, they can cover less work and do this more thoroughly; and best of all, such pupils instead of becoming drags upon the rest, will be conscious of gaining power, if slowly, and instead of being put back will be advancing all the time. Every experienced teacher knows that educationally speaking, it should be the doctrine to "hasten slowly." Intellectual development can not be forced.

The pupils, under this plan, are constantly moving forward to new work and are, at no time, being made to feel that the work is useless. The brighter pupils are made to feel that their efforts will find their due reward. They are to measure the work instead of being measured by the work.

Now, among the signal advantages offered by this system, in addition to what has been incidentally pointed out, are the following:

1. Less time will be wasted by teacher and pupils. Under the plan of single classes, with alternate study and recitation hours, the instruction given is not needed by the brighter section, and is too difficult for the poorer. In the recitation period too few have the opportunity to respond. Twenty minutes in recitation with a class of fifteen pupils at their true place of progress is vastly more valuable than twice the time at a stage too far advanced or behind.

2. More time is gained for study. There is no one who does not know that the tendency is to cut short the period of study. And yet this period is the true preparation, in older classes, for the recitation hour. Under this plan, the tendency will be to throw pupils more and more upon their own resources. Under the present system of things there is a decided tendency on the part of

teachers to give too much help. The brighter section will be able to help itself. As Mr. Robert C. Metcalf, one of the supervisors of the Boston schools, says, the work of the teacher for this section will be chiefly to "cut and baste" the work. This will, therefore, leave more time for the poorer sections.

3. I find this plan, thoroughly applied, answers the difficult problems of the graded school. It is just and works justice. It gives a strong impetus to all classes. All are made to feel that in their hands are placed the necessary conditions to progress.

#### A PRACTICAL APPLICATION.

In order to test this plan, the teachers in the Central School of Youngstown, were instructed at the spring vacation of the current year to give it a trial, and group the pupils according to their strength, notify them of what would be in store for them, and send them on. The teachers were to give this as fair a trial as the limited time would permit. Among them are some of the most judicious and experienced teachers in our schools. In answer to inquiries, all without exception expressed themselves heartily in favor of the plan.

The most experienced teacher of the company reported as follows: "I firmly believe in three groups, especially in arithmetic and reading. The higher group will work harder and cover more ground than formerly. The second group will gather stimulus from the first group. The third will plod on without hindering some one else. I see no disadvantage."

Another reports as follows: "Nearly all will be able to do more work than formerly. The effect upon slow pupils is good. I think that a great many of the so-called slow pupils are slow because they lack application. The grouping system reveals to them just how they stand and stimulates to greater effort."

A teacher in the B grammar grade says: "One third of my school could have completed the arithmetic if they had been by themselves the entire year. One third could have done more work than is assigned the B grade. We are enabled to hear each one recite, by grouping them, which is a great advantage. By having the dull ones by themselves we can give them work suited to them."

The universal testimony of the teachers was favorable to the plan of grouping.

I will not say that the plan is wholly without drawback. In the first place, in any group, say of ten or fifteen pupils, inequalities will exist. But they are diminished, and the groups

being less widely separated, a pupil of sufficient strength can move out of his group to the next one.

Again, pupils are not equally strong all around. But this did not seem to be regarded by the teacher as being a very large element. Again, some thought their work increased, but that there was greater satisfaction in it than formerly, and that with additional school supplies, as readers and arithmetics, this could be largely overcome.

The Principal of the building, Mr. Sanor, expressed himself as being highly pleased with the results of the plan in every way.

I fail to see any real valid objections to it. On the contrary, among the gains is that some pupils will gain time in the process, saving a year or part of a year. If one of the groups of pupils in the A grammar grade is able to accomplish the work of one or more studies in less time than the year, why should it not be permitted?

By this means either some high school studies can be brought down, or the work can be enriched by new studies outside. Because each child is permitted to work up to his full capacity, his powers will be more fully strengthened and his time will seem to him of more importance. Neither will he acquire habits of indolence, as before. With increased strength, increased strength will be given and in every way accrue to him again. I have not put these ideas with half the force they deserve.

I affirm that we must make a wide departure from our present methods and give to our pupils their just rights. The more I reflect upon these propositions, the more clearly they satisfy my mind. Our children are unequal. Men and women are unequal. The weeding process suited to the military life must give way to the individualizing process suited to civil life. We are unconsciously victims of form, system, method.

A gentleman coming to the Central School from the West, and investigating the matter, says: "I will introduce this plan next year." Another from a neighboring city, with a number of his teachers, expressed himself as delighted with what he saw and heard.

Right is right. And all this is true, and with it I bear in mind the fact that the great element of the school is the teacher. But we want to impart life, vitality, individuality to our schools, and to make the conditions favorable. This will help. It means to have pupils of strength cut away from those who do not have



strength. It means stopping the practice of carrying along masses of pupils made weaker by being required to do work for which they are unprepared. It means to do away with the arbitrary assignment of work, saying to children you have so much to do in so long a time. It means the saying to our children, there are the lines of your work. It is good work. Do all you can. If you can do more, well. If not so much, it is just as well. If you can accomplish the work in a half year or three-quarters or nine-tenths of the year, you shall go on to the next. We will abide with you to strengthen you, to withdraw the limitations from you, for your time and opportunities are precious, infinitely precious, and nothing shall stand in your way.

And best of all, no poor pupil will fall back a year to grind anew a grist imperfectly ground. There will be no putting back; all will be moving on. The B's of to-day will be the A's of to-morrow, and all will be alike encouraged, for they will be in a peculiar sense "working for themselves."

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#### EARLY REFORMS IN CLEVELAND SCHOOLS.

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CINCINNATI, O., June 13, 1892.

DEAR DR. FINDLEY:

I am in receipt of a letter from a prominent educator, who was a pupil in the Cleveland High School when Mr. Andrew Freese was its principal. The letter shows that the reforms in drawing and science teaching, referred to in my June article, were begun in the high school several years before the dates given by me. I believed this to be true when I wrote the article, but wished to keep within my *personal* knowledge. I took pains to say that drawing was introduced "as early as 1850" and that I found "in 1654 a small chemical laboratory" in the High School. I knew that a laboratory was in existence as early as 1850, but my knowledge of its equipment and use was too limited to justify a more definite statement respecting it. The earlier dates but strengthen the positions taken in my article respecting these pioneer reforms in school instruction in this country.

I am sure that your readers will be much interested in the facts given in this letter, and am sorry that the writer's modesty permits the use of his "in-haste" notes only on condition that his name be not used. The body of the letter is here given:

"The High School opened July 13, 1846, in the 'old basement' but had been practically in work in the Prospect Street school. The first class contained only those that migrated from one building to the other. In the fall other students came from Dr. Fry and perhaps a few from Mr. Lawrence.

"I recollect that I helped to carry the *Laboratory Material* over. It was all contained in one small box—one of those that Holbrook (Alfred's brother) was at that time distributing. Then Mr. Freese had a dark room or closet set aside for a furnace, etc., and we got ready the traps for experimenting in that. The experiments were made in the large room and as far as possible by the boys themselves, Mr. Freese, of course, directing.

"At that time, Mr. Freese delighted in having us recite by topics on all suitable studies. We were allowed to make written 'briefs' on history, chemistry, etc., not larger than could be written on the palm of one's hand, and when called upon in the class hour, we stood up in our desks and lectured until he had enough of each one.

"Then we had more formal lectures on afternoons and evenings, with experiments, and parents were invited. Sometimes admission fees were charged. We went once to Brooklyn (near Cleveland) to lecture, but the audience did not pay expenses. I spoke on oxygen. Nevertheless, we earned enough in all, by extra fees with contributions by Leonard Case, Sr., and Geo. Willey, Esq., to buy what became the nucleus of the Public School Library. By the time the school moved over to the frame building on Euclid street (1852), it had a library of at least 200 volumes, and a first rate working library it was, containing the 'Family Series' of Harper, the best English Classics,—Addison, Goldsmith, etc., in nice editions. I know, because I read most of them through from title page to colophon, although I left to study Latin with Mr. Childs before the frame building was erected.

"Now about drawing. We had to draw maps when we were in the Prospect Street (now Normal School building), and these without assistance from books. Soon after the girls were admitted to the 'old basement,' we had a formal class in drawing at odd times, not regularly kept up. At one time a man (Shattuck, I think) came along with a set of his own drawing books and we took lessons from him, which Mr. Freese afterwards kept up, until Mr. John Brainerd came in. Mr. Brainerd was after my time, but I am confident that Mr. Freese taught the elements of perspective before I left, say before 1849.

"Mr. Freese always welcomed outside aids. One time we had a peripatetic instructor in elocution, who had a big book of his own—A Mr. Brownson or Bronson, I think. He stayed with us quite a while.

"Dear me! I tell you, we were a lively set of boys, and Mr. Freese used us for all we were worth. There was no school janitor, and we even scrubbed and sanded the floors, and washed windows, and swept out, and printed the High School Monthly between times!

"Fashions had not crept in. I have seen, in Summer time of course, a whole class at recitation, half without coats, most barefoot, and almost all without spare change enough to pay our way into the circus.

"After I left, a new generation came in, and had more money. The lectures were expanded and became more pretentious. Geology was introduced and the boys drew the Mantell's monsters on the black-board, etc.

"Mr. Freese was not an admirer of Horace Mann only, but followed closely John D. Philbrick, of Boston."

It is a special pleasure to be assured by a brief note from Mr. Freese, that though old and feeble, he is delighted to know that his work in the Cleveland schools is not forgotten. We are sure that he will read the above tribute by an honored pupil with lively interest and "rushing memories."

Most truly yours,

E. E. WHITE.

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## THE STORY OF A REVOLUTION.

BY BYRON WILLIAMS.

The surface of Clermont county, extending from the Beautiful River to the fertile plains of central Ohio, is broken by frequent creeks that pour their waters over the ledges of five hundred feet of Silurian rock, through which they have worn their complaining way. The population is thus divided among some fifty villages and hamlets, and the contiguous farms, whose residents are largely the descendants of revolutionary families. The spirit of such a people is independent to almost Spartan indifference.

But there is a diffusion of intelligence that fosters no less than nine high schools, each with a published course of study and each scorning to seem like the others. Around these, are about one hundred and fifty sub-district and special district schools, all united and divided by the same go-as-you-please notions. In but one respect is there any appearance of concentric action, and this is the teacher's institute which has come to be the best of its kind. This is popularly supposed to be effected by a vigorous whirling of the "examiners' club," but a better explanation can be found in the liberal use of printers' ink that has prevailed during the last seven years, which, while it has sown hundreds, has reaped thousands. In this institute, the initial force was given to the movement that has brought Clermont into a bountiful harvest of golden opinion won by the 174 pupils graduated under the Boxwell law.

While taking a post-graduate course at the National Normal, Mr. F. L. Simmermon, an examiner, became acquainted with the inventors of the "Warren county plan." In the summer of '91 he made a visit of inquiry among them, and in August he presented

activity. One will persevere, another waver; one will be rash, another slow; one bold, another cunning, and so on. These are called qualities of Will. And all should be trained at home and school to direct these faculties along the lines of action which constitute good conduct.

7. I may illustrate the compound sources of Will by a boy learning to smoke. Ignorant of its evils to his system, his ambition prompts him to show off at smoking. He indulges, and becomes very sick. His parents find it out and forbid his doing so again. This awakens parental love and caution, and love of life joining in, the boy eschews tobacco smoke ever after. But if the boy's ambition is aided by self-esteem, firmness and continuity, and all of these strong, in nine cases out of ten, unless carefully managed, he will persevere and become a smoker. Now, here are several elements that enter into the matter of Will.

*Bowerston, Ohio.*

In giving place to the foregoing, the editor does not wish to be understood as endorsing its claims for the so-called science of phrenology or craniology.

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### MEN AND WOMEN AS TEACHERS.

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Rabbi Schindler tells in the June *Arena* of a flaw he thinks he has discovered in the public school system. He starts out by saying that it is not mere patriotic sentimentality nor vanity which prompts the assertion that our public schools are as good as, if not better than, any in the world; and the teachers of this country will soon stand abreast with most modern educators, if they do not already keep pace with all.

But there is a flaw in the mechanism of the schools, seen by only a few persons, and these few seem not disposed to direct public attention to it. A flaw in wheel or shaft is the more dangerous because it is most frequently invisible and unsuspected, and often can only be repaired by smelting and recasting.

The flaw in our educational system which the Rabbi makes bold to expose is "*the overwhelming preponderance of women's influence in our public schools.*"

It is noticeable that the writer of the article no sooner makes this statement than he hastens to disclaim any want of gallantry, or any lack of appreciation of woman and her influence. He thinks no one is less likely than he to undervalue the ability of the female

sex in any branch of science, literature, or art; and no one is less likely to propose to close against them a profession for which nature seems to have fitted them, and in which they have achieved most brilliant success. There is no other profession to which women have shown themselves better adapted. As far as capability is concerned, the Rabbi would be disposed to give up the whole field of education to the women.

But the question at issue is one which concerns not only the teachers but the children. It is not whether men or women are better teachers, but whether a child can be properly educated by either alone,—whether both are not needed to produce a thoroughly successful educational result.

So long as education meant only the cramming of children with facts so that they could read, write and cipher, carry in their heads some geography and history, and perhaps quote some passages from popular authors, it mattered little whether the drill-master was male or female. From such a stand-point, "it is as immaterial who holds the text-book as who wields the rod; and a woman teaching not only reaches the same result as her male competitor, but generally surpasses him in patience and endurance. If the sole aim of public-school education is to cram a child's memory with facts, a woman can do that and teach the rules of grammar, the multiplication table, the names of rivers in Asia, or the alphabet, as well as a man."

But fortunately this false conception of education has largely given place to one more nearly correct. Educating a child now means far more than training his memory. The *whole* boy or girl is put to school. All the slumbering forces of the soul are to be awakened, and character is to be formed.

The care for the coming generation must be equally shared by men and women, if the modern ideal of education is to be realized. Both male and female influences are needed for the full development of a child's nature. Girls need as much to be brought under the influence of a man's mind as boys need to come under female influence. Either without the other gives one-sided results. Nature has shown the way by providing for a child both father and mother.

The paper concludes with the following inquiry into the cause of the preponderance of women in public schools:

"Why have women won so complete a victory over men in the profession of teaching? Even allowing for their aptitude, enthusiasm, intelligence, and industry, their victory is due no less to the

activity. One will persevere, another waver; one will be rash, another slow; one bold, another cunning, and so on. These are called qualities of Will. And all should be trained at home and school to direct these faculties along the lines of action which constitute good conduct.

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The atmosphere of your school can be neither primary, intermediate nor grammar. The ideal primary school should be a free, busy, happy, motherly place. The teacher, above all, should feel free. The grammar school is more formal, conventional. Its ways do not suit the little folks fresh from home, and the playful, affectionate manner of presenting knowledge to little children often proves distracting to the always curious, easily diverted, older pupil.

There is a place where the line must be drawn, but just where you must discover for yourself; no one can tell you. You will live in a sense of hurry, for it will be your lot to rush from one thing to another, with the feeling that nothing is well done. This is a misfortune that cannot well be remedied so long as mixed schools exist. All that you can do is to learn by constant experience how to condense, both in time, energy, and special effort. Remember that ten minutes of effective teaching is more telling than half an hour of languid effort.

Visit other schools as often as allowed, and be especially active in culling the various little economic methods to be found in noticing.

You are lonely, isolated; therefore you must all the more come out of yourself. Do not scorn educational papers and teachers' conventions; above all, do not conclude that the good things that proceed from both sources apply only to graded schools.

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### THE ELEMENT OF PLEASURE.

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To what extent should it be an aim of the teacher to please and interest the pupils? An exchange thinks that many teachers make mistakes in giving too much time and effort with a view simply to making the school a pleasant place for the children. "They have heard or read that the power to do this is the criterion of a teacher's success. Not wishing to be adjudged dismal failures, they straightway set about finding means to amuse and entertain their pupils. Stories are read to the children and exercises given for the express and sole purpose of interesting the little ones and making things pleasant." This, the writer maintains, is a mistake, and we are half inclined to agree with him. The primary object of the school is, of course, not to amuse, but to educate. Whatever is permitted to take the place which should be given to the work of educating, *i. e.*, of exercising and developing the mental

and moral faculties of the children, usurps a position which does not belong to it and hinders the true work of the school.

On the other hand, we are very strongly disposed to believe that the power of a teacher to interest the pupils, and to cause them to delight in the school, instead of, as was the almost universal rule in days which many of us can remember but too well without proving ourselves octogenarians, hating the very sight of the building in which its work was carried on, is one very good criterion of its success. But this delight must belong to the school itself, as an educational workshop, and not to mere adjuncts and interludes. That is to say, the children must love the school as a school, and not tolerate the school for the sake of some pleasure or sport attached to it as a bribe. The enjoyment must be akin to that which nature has attached to the partaking of good food by a boy with a healthy appetite, rather than of the kind which is produced by the sugar-coating of a bitter but necessary pill.

The simple fact is, that there can be no real gain in brain power, such as it is the business of school training to develop, apart from hard, serious, brain work. Every healthy child delights to play and loves to be amused. It is therefore no great achievement to be able to make school interesting to him, by transforming it into a play-room, or a place for fun and amusement. We are not saying, by any means, that play and fun and amusement may not all find a legitimate sphere in the school-room. But it must be in their proper time, and within their proper limits, and in their proper subordination to the work which is the real business of the school. Every teacher knows that the child whose thoughts are constantly running forward to the coming recess, or to some expected episode by way of amusement, cannot do good work, or make real progress. In order to have a genuine liking for the school, the child must enjoy the work of the school itself.

But is such an achievement possible? Is there any enchantment by which a child, formed apparently for running and jumping and climbing and playing tricks upon his fellow, can be made to delight in puzzling over knotty problems in arithmetic, or ferreting out nice distinctions in grammar, or conning hard lessons in history or geography? Undoubtedly there is. We say it advisedly, for it is being put to the proof every day in thousands of cases, even in Canada. The fact is, and it is a fact which every teacher should first test and verify for himself, if possible, and then hold fast as a great, fundamental educational discovery, that the child

is formed by nature to take just as keen a delight in mental as in physical gymnastics. Prove it? Give us half-a-dozen children of average brightness, and of any age from eight to eighteen, who have not been made to hate the very thought of study, or whose intellects have never been dulled by harsh and mechanical methods, and we will undertake, with the aid of a skilful teacher who understands the nature and workings of the young mind, to have them within fifteen minutes as deeply interested in any one of the subjects above mentioned, as they ever were in the most attractive game. Who that is a teacher indeed has not proved this a thousand times, does not prove it in every-day experience? And what a joy it is to watch the play of thought thus judiciously stimulated, as it reveals itself in the lightning flash of the eye, the tell-tale flush of the cheek, and the clearing of the brow, shaded for an instant until the gleam of intelligence, like a ray of sunlight, irradiates it with the light of comprehension and the joy of conscious triumph.

We have, we repeat, the utmost faith in the capacity of the young mind for the delights of study. When genuine school work is irksome to it, the fault generally is, we make bold to say, in the methods of the teacher, or of some previous teacher, or in some other untoward influence, which has clogged rather than helped the spontaneous play of thought and intellect. We believe that the law which we are trying to make clear applies in the case of the youngest "tot" in the kindergarten, equally as well as with the boy or girl in the teens. Hence we are always disposed to regard with some suspicion many of the devices which are becoming so popular, the aim of which is to convert every effort of the little mind into a semblance of play or amusement; by clothing the operation in the fictitious garb of some simple, we are tempted to say silly, "story" or "game," which is supposed either to serve as the sugar-coating of the pill, or to make the thing itself more intelligible to the infant mind; we are not sure which is the orthodox theory. Our own observation has taught us to believe that the intelligence of the child is very often much greater than the teacher allows himself or herself to suppose, and that there can be no doubt that the larger the demand made upon it, so long as that demand is within the compass of the child's powers, the keener will be the legitimate pleasure felt in the consciousness of power and the sense of triumph which are nature's rewards of successful mental effort. Try the theory, whether you believe it or not, teacher. There can be no harm in making the experiment, only do it patiently and thoroughly, and skilfully if you can.—*Educational Journal.*

## COMPOSITION WORK.

BY ANNA M. TORRENCE.

With composition work as with many other things, much must go before to prepare the way. Conversation, writing, spelling, definitions, capitalization, and punctuation are all preliminary steps.

Children must be led to express themselves freely and correctly in conversation, or they will write very poorly. Have clear and complete sentences made from new words, stories told from pictures, lessons and stories reproduced. Train the children to be independent. The tendency is, after one has told what he thinks, for the others to express the same opinion. If you can, at the start, get them to think for themselves, you will, later on, be rewarded by having freer and more natural expression of ideas when it comes to written work, and less temptation to copy from some one else. Attention is next called to the writing. Who cares to examine closely a poorly written or scribbled piece of work, even though it is well worded? And what teacher or examiner does not feel that one who is able to express his thoughts well, ought, also, to write his work so that it can be read? Would you call a composition well-written in which half the words are misspelled?

While teaching spelling is the proper time to teach the use of capitals and the use of the apostrophe. A child who spells proper names with capitals will naturally write them so. Every sentence *must* begin with a capital is a rule to be constantly borne in mind.

To be able to express himself freely, one must be acquainted with a goodly number of words and their meaning. Pupils should not be indulged in using words of whose meaning they have not a clear idea. Simple language is always best. As soon as the written work begins, special attention must be paid to capitalization and punctuation. At first I would teach only the period, interrogation and exclamation points. The others will come in time, but these must be used properly from the start. Subjects should be chosen which will interest, and bring out natural expression, such as, "What I saw going home," "What I did for my mother," "Our school," "How I spent my holiday," etc., or a story may be reproduced or a picture or object may be described.

Care must be taken to have a good foundation and to build upon it in regular order. Without special care, you will find the description considerably mixed. One thing is talked about for a sentence or two, then another is brought in, then back to the first

again. Have all that is to be said from one point of view said before passing to another.

Letter-writing holds a very important place in composition work. The style of commencing and closing a letter, the address, and the body of the letter, all need to be carefully taught.

As the child advances from grade to grade, of course better productions are expected. A little girl in the sixth year grade showed me a very prettily written story, in which the names of all her characters were taken from her geography lesson on the map of Australia.

The changing of poetry into prose is good practice. I once saw a number of compositions in which "Gray's Elegy" was written in prose, and it was surprising how well the meaning was brought out.

Biographical sketches should hold a very prominent place, especially on author's days. Children trained properly can take such a subject, be independent and original in language, and still stick to the facts without copying the words of the book.

*Clifton, Greene County, Ohio.*

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### POLITENESS LESSONS.

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Let no day pass without some word upon politeness.

Show your appreciation of little acts of kindness.

Recognize every indication of courtesy.

Whenever you see a story or newspaper incident bearing upon politeness, read it to the school.

Tell the pupils how to meet people.

Teach the boys when and how to raise the hat; as, for instance, when meeting a lady whom they know, or when with a friend who raises his hat to a lady.

How to receive favors courteously.

How to receive favors gracefully.

How to greet people.

How to retire from company.

How not to retire.

Call attention to the impoliteness of loud talking.

Try to tone down the silly age.

Teach children not to call out rudely to each other.

Emphasize the discourtesy of ridiculing one's mates.—*Journal of Education.*

## EDITORIAL DEPARTMENT. .

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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Dr. White's article in our last issue, on Early Instruction in Drawing in the Cleveland Schools, should have been credited to the *New England Journal of Education*. It was reproduced from the *Journal* with some emendations by the author.

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This issue is mailed in the expectation of reaching most of our readers before they start for the State Association at Cleveland, where we hope to meet and greet a large number of them. June 28, 29, 30, is the time, and Association Hall, corner Prospect and Erie streets, is the place.

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A word of explanation is due the readers of the MONTHLY concerning the announcement on Page III of our advertising department. This announcement does not imply any relaxation of effort in the editorial department of the MONTHLY, but rather the opposite. It is hoped that this close contact with teachers and teaching—this being in touch with the workers, will result in increased interest and zeal. Whatever additional aid may become necessary will be secured, so that the friends of the MONTHLY need have no apprehensions of want of attention to its interests. The old MONTHLY, like old wine, is to grow better as it grows older. Keep this in mind, and tell your neighbors about it.

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Andrew S. Draper, the new superintendent of the Cleveland schools, in his introductory address to the teachers, did not speak in riddles but in plain every-day English which all may understand. Speaking of the teachers employed in the schools of that city, now aggregating nearly a thousand in number, he said:

"I risk nothing in saying that in this force there are many of as worthy and deserving teachers as can be found anywhere. By far the greater number are undoubtedly of that class. There are some who have mistaken their calling, or lack in experience and, perhaps, in preparation. There are a few, possibly, who are utterly unworthy. If there are those who are unworthy, they know it. If there are those who have no interest in their work, and find that they can gain none, they know it. It would be a great relief if they would act upon their information and voluntarily make way for others. If they do not I

must get the information, and when I get it I must act upon it if I would be faithful to the obligation I have assumed towards this system of schools.

"But there are persons who commence teaching without preparation and without any idea of what is expected of them, who develop into most excellent teachers under encouragement and advice. We are to stimulate and help one another in this work. If I could have one sentence reach every public school teacher in this city, it would be this:

"If you are honest, if you find interest in your work, if you are ready to read and to grow, if you will be loyal to the end in view, if you will labor to make the Cleveland schools the best in the world, you have nothing to fear, even though your experience has been slight and your advantages poor. If teachers would prejudice themselves in the mind of the superintendent, the surest way to do it will be to send friends to him in their interest. If they are all right, they need no help. If they need help, they must help themselves. If they would help themselves, let them prepare to help the schools, and help the superintendent by helping the schools, without adding any burdens to those which the circumstances of the case necessarily place upon him."

Mention was made last month of improvements in contemplation for the next volume of the MONTHLY. It will be impracticable to make any material change in the form or make-up before the end of the current volume, for reasons which are obvious; but with the beginning of the new volume, our readers may look for some changes with which we think they will be pleased.

As to matter, we hope to make the MONTHLY more inviting as well as more helpful to the teachers of Ohio than it has yet been. It is our purpose to reduce the number of long articles and pack the pages with the choicest and most inspiring educational literature of the day. We shall always have room for well told experiences of the workers in any department, and we shall also have room for the news of the schools and teachers.

And now to the application: We wish to increase our subscription list. We have fared well in the decade that is past; but we hope to do better in the new decade upon which we have entered. The MONTHLY relies upon its old and tried and true friends, and also upon its younger ones in whom is the freshness of young life. Speak a good word for the MONTHLY and help on the good cause.

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### FREE TEXT-BOOKS.

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"Colorado Springs has nearly unanimously voted for free text-books. The communities are few where if a vote be taken the same result will not obtain. People are ever ready to vote money out of the public treasury when it shall save some personal expense. Free text-books are popular. We have often written that whether or not the books shall be furnished at the expense of the public fund, should depend upon the financial condition of the people. Disadvantages, already well considered, are quite evident in extreme paternalism in local or national governments. It is evident that a school district largely peopled with poor people, artisans and indigent families, and industrial villages, like much of the population of Massachusetts, does well to furnish free text-books. Why a community like Colorado Springs should so decide is a problem.



The free text-book law is a boon to districts struggling with poverty; it is not needed in a well-to-do neighborhood. Whatever is obtained in this world by expenditure, even though it be schooling that costs three dollars a year for books, is worth more and more highly appreciated than when donated. Some districts should furnish rubber shoes and warm clothing free to all, but not all districts. No child must be debarred the privileges of school from lack of means to buy books or clothing, but it is better that those to whom the expenditure be not a great burden, be asked to 'paddle their own canoe.'"

The foregoing from the *Colorado School Journal* is an example of the misapprehension which seems to exist in some minds concerning free text-books. Such views are not in accord with the spirit and purpose of the free text-book movement. Free common schools are not pauper schools. They are the state's schools for the training of her youth into good citizens, without any regard to race, rank, or condition; and free text-books are the legitimate and logical concomitant of free schools. When the state undertakes to discriminate between the rich and the poor by supplying free text-books, rubber shoes and warm clothing in districts "largely peopled with poor people," and withholding them from districts of wealthy and well-to-do people, she will have her hands full. The *Colorado School Journal* seems not to understand or appreciate the genius and purpose of our free-school system.

### HOWELLS' A BOY'S TOWN.

For every one who wishes to understand boys, and has not had the high privilege of being a boy, or having had it, has allowed the affairs and interests of later life to eclipse the memories of boyhood, this will be a helpful book.

Mr. Howells has proved his maturity by much excellent writing, but this book shows clearly that he still remembers how the world looks, from an altitude of three feet, six.

He says of the boy: "His world is all in and through the world of men and women, but no man or woman can get into it, any more than if it were a world of invisible beings." And again: "The spirit of the boy's world is not wicked, but merely savage, it is the spirit of not knowing better."

It is, no doubt, because Mr. Howells remembers so vividly his childhood, that he says: "I never have any patience with people who exaggerate a child's offense to it, and make it feel itself a wicked criminal for some little act of scarcely any consequence." And as to whipping in school he considers it "The most hideous and depraving sight, except a hanging, that could be offered to children's eyes." He speaks of one teacher, whom he dearly loved, as being "obliged to live the life of an executioner, and seldom passing a day without inflicting pain that a fiend might shrink from giving."

It is rather a pity that he gives in his book no very clear idea of the better way to help the boy emerge from his life of savagery, except that he highly recommends an elder brother like his own, as a means of grace. The reader is left to work out the old problem in the old way, by personal experiment.

M. C.

### MRS. E. F. MOULTON.

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It is with great sorrow that we chronicle the death of Mrs. Moulton, the wife of Supervisor E. F. Moulton, of Cleveland. After suffering for a week from a severe attack of pneumonia, she died Sunday morning, June 5. A lovely daughter, Maud, preceded her about eight years, and her husband and only remaining child, Madge, are left sorrowing. A friend writing of Mrs. Moulton's death, says of her:

"To yourself and the many others who have, in past years, enjoyed the cordial hospitality of Mr. Moulton and his estimable wife, are well known the beautiful traits of character of this superior woman. Such unswerving moral strength, such vigorous intellectual activity, such sweetness of disposition, such superior judgment, such vivacity are rarely found adorning the life of any one person. But she had them all, and *more*, in such symmetrical development that she challenged one's admiration at once.

"The friends of Mr. and Mrs. Moulton are legion who will sympathize with him and their daughter Madge, in this hour which is indeed a very dark one to them. Yet, they are rich in the legacy of memories of the beautiful life passed from them."

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### DEDICATION, TO PROF. W. G. WILLIAMS, LL. D.

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I am told, my dear Williams, that you and I only

Are left of the craft who began with the forties.  
Christ is good, for this land's-end were dismal and lonely  
Apart from His scheme to abate *Caput Mortis*.  
Thro' Him those we cherish are with us to-day,  
In their leavening thought, which is working alway.

Loren Andrews, the sample God fashioned to show  
How big, nursed by native good will and high aim,  
The soul of a man was intended to grow.

How genial the memories that circle his name!  
Earnest Edwards, of Troy, which still thrives thro' his fervor;  
Freese, still serving Cleveland as few men could serve her.

Lord, Cowdery and Hancock live, symbols of duty;  
The Delias and Nancys; hold, hold, they were younger,  
'Twas their sisters just like them spread halos of beauty  
Over each cheerless road, made us braver and stronger.  
Let the doctrinaire prove "woman's fall her subjection,"  
She's first Star in the drama: "All-Soul's Resurrection."

Words fail with proud Tappan,<sup>1</sup> that scholar of scholars;  
With Andrews, I. W.,<sup>1</sup> a king amid sages,  
Surpassing us all as eagles do dollars;  
With Garfield, a master in lore of all ages;  
With Harvey, McMillan;—could psalms tell their graces?  
These hearts warm December, cheer gloomiest of places.

Ruddy Jim,<sup>2</sup> our craft's Mercury,—did ever you know him

Did you know that his service ne'er faltered nor failed you,  
If the gentlest of breezes e'er tended to show him

That interest or malice or envy assailed you?

He's not gone. His great heart is still with us and warm,  
To teach us how brothers guard brothers from harm.

Best of all, those that come are to outstrip the older.

The ways these have built those have already lengthened.

Aaron<sup>3</sup> stands with the foremost and strikes from the shoulder

At false psychologies which ages had strengthened;

Tom<sup>4</sup> shows us strange freaks of the new states of matter,  
Or squeezes an earthquake to gain us new data.

Then we've Parker and Johnson, Ross, Bennett and Jones,

With their large-hearted comrades, to bury our bones.

So cry we "content", in the work we have done,

The noblest and worthiest in kind 'neath the sun.

God is good. We have lived thro' a grand generation;

Felt its grand inspiration, seen its grand consummation.

*Sugar Creek Farm, Ga., 1892.*

DANIEL FOWLER DEWOLF.

1. These gentlemen, notable in another circle, how helpful have they always been to ours, also, from their superior opportunities to acquire the deep sciences of their calling. "No pent up Ulica contracted their powers." The boundless continent of their wisdom was ours.

2. Irwin.

3. Schuyler.

4. Mendenhall.

### THE NEW SCHOOL LAWS.

For many years past there has been a vast amount of talking, writing and resolving with reference to the country schools of our State, arising from a well-founded belief existing in the minds of the best friends of these schools, that while they have accomplished a great work, still better results might be secured were the laws so amended as to admit of a more systematic plan of management, similar to that which has been of so great value to the graded schools. At nearly every session for the last twenty years or more, the Legislature has been petitioned to make these amendments, and bills having in view township supervision, county supervision, township organization, etc., have been introduced, and each time defeated; but, as a result of the education growing out of this constant agitation, together with earnest persistent work on the part of the Legislative Committee of the Ohio Teachers' Association, and other friends of education throughout the State, the Legislature, at its last session, again took up the matter, considered it favorably, and, as a result, gave us two of the best laws passed in Ohio within the last third of a century;—laws far-reaching in their effect for good to our country schools, and through them for the good of education generally. One of these known as the "Boxwell Law," which provides "for graduation from the common schools of sub-districts and special districts," is already in operation, and the report found elsewhere in this issue of the MONTHLY is a sufficient guarantee of

the excellent influence which it is exerting upon the educational sentiment of the rural districts.

It was my privilege to be present June 4th at the graduating exercises held under this law at Lebanon, Warren county, where this great movement originated; and the great interest manifested there by both pupils and patrons, and which no doubt exists in many other counties throughout the State, is positive evidence of the fact that not only teachers, but also parents are becoming thoroughly aroused to the great importance of the education of their boys and girls. This must result in great good to the schools.

The "Workman Law" which provides "for the more efficient organization of the common schools in township districts," by abolishing the Boards of local directors, and in their stead creating a Township Board composed of one member from each sub-district, and having exclusive control of the schools of the township, will be in force from and after April 1st, 1893. No argument is needed to convince any one who has given the *principle* of this law careful consideration, that it is both reasonable and sensible, and must prove beneficial to the district schools in many ways. It creates *one responsible Board of Education*, and will forever do away with the endless disputes and misunderstandings constantly arising under the old plan. In doing this, it still gives the people of each sub-district the right of choosing their own director, and thus retain their individuality as a district. Then in those townships which have or desire supervision an opportunity will be given *through one Board of Education* to make such supervision effective; but whether supervision be desired or not, the plan will insure such a systematic management of the schools, that money will be saved to the taxpayers, and will result in giving what both teachers and patrons so much desire, the best possible returns for the money expended.

Teachers of Ohio, you, who have given this subject careful consideration, do not need to be told of the benefits arising from such wholesome legislation as is embodied in these two laws; but do not forget that many of the patrons of our public schools, who are deeply interested in their welfare, have neither the time nor opportunity to inform themselves regarding the merits of this legislation, and therefore, a great duty now rests upon you. See to it that by personal communication, through the newspapers; at the teachers' institutes; everywhere, you shall take advantage of the opportunity to show the *people* of Ohio the great benefits that must result from these two measures if they will give to them their hearty support. If these laws do not suit you, *please do not complain or criticise*. We are all ready to admit that they are not *just* what we would like them to be, but they are *correct in principle*; and let us all rally as one man to the work of so educating the masses of the people into a thorough understanding and appreciation of the good that is in them, that there will be developed such a sentiment all over Ohio regarding them, that the Legislature will be made to feel that their work is endorsed by the great body of their constituents, and will result in great good to the public schools.

O. T. CORSON,

Commissioner of Common Schools.

# EXAMINATIONS UNDER THE BOXWELL LAW.

Through the kindness of Commissioner Corson, we are enabled to present the following result of the recent examinations under the Boxwell Law. The figures given under each county indicate in order, 1. number of examinations held; 2. number of applicants examined; 3. number who received certificates.

*Adams*:—1. 2. 2.

*Allen*:—1. 26. 19. The effect is good. Some object that it will remove the best pupils from the country schools. U. M. Shappell, clerk.

*Ashland*:—2. 38. 31. Has an awakening influence. C. P. Winbigler, clerk.

*Ashtabula*:—1. 40. 20.

*Athens*:—1. 13. 11. Board pleased. Hope the law will stand. F. S. Coultrap, clerk.

*Auglaize*:—1. 25. 13.

*Belmont*:—1. 34. 14. Effect is good. Will stimulate to renewed effort. S. C. Murphy, clerk.

*Brown*:—No report.

*Buller*:—2. 2. 1. People not awake to their own interest. C. C. Miller, clerk.

*Carroll*:—1. 26. 20.

*Champaign*:—2. 159. 103.

*Clark*:—2. 31. 10. Deep interest aroused among patrons. E. M. Van Cleve, clerk.

*Clermont*:—2. 241. 174.

*Clinton*:—2. 32. 16. Tends to stimulate the country schools. E. P. West, clerk.

*Columbiana*:—2. 27. 18.

*Coshocton*:—0. 0. 0.

*Crawford*:—1. 21. 21.

*Cuyahoga*:—Not reported.

*Darke*:—0. 0. 0. The law is good, but no examination held. Lon C. Walker, clerk.

*Defiance*:—2. 1. 0. Law is not approved. Too much red tape. F. Coughanour, clerk.

*Delaware*:—1. 16. 14.

*Erie*:—1. 19. 17. Works well. Encouraging to teachers and pupils. J. F. Greene, clerk.

*Fairfield*:—1. 48. 31.

*Fayette*:—2. 6. 6. Vague as to expenses. We are not disposed to condemn. D. R. Jacobs, clerk.

*Franklin*:—0. 0. 0.

*Fulton*:—1. 13. 10. A great incentive. H. L. Mosely, clerk.

*Gallia*:—2. 8. 7. The idea good but in advance of public sentiment in Gallia. A. L. Roadarmour, clerk.

*Geauga*:—0. 0. 0. Do not see the use of the law. J. W. Scott, clerk.

*Greene*:—2. 33. 26. Great move. It will raise the standard. E. B. Cox, clerk.

*Guernsey*:—1. 11. 9.

*Hamilton*:—1. 36. 25. Will help much. Village districts should be added. A. B. Johnson, clerk.

*Hancock*:—1. 15. 7. Will be a grand success. A great incentive. H. M. Hause, clerk.

*Hardin*:—No report.

*Harrison*:—0. 0. 0. Practically inoperative. E. B. McNamee, clerk.

*Henry*:—2. 14. 13. Opposed to so many changes in school law. A. H. Tyler, clerk.

*Highland*:—2. 43. 34.

*Hocking*:—1. 6. 6.

*Holmes*:—No report.

*Huron*:—1. 15. 8.

*Jackson*:—1. 6. 3.

*Jefferson*:—No report.

*Knox*:—1. 25. 21.

*Lake*:—1. 51. 39.

*Lawrence*:—1. 2. 2.

*Licking*:—0. 0. 0. Law was not received in time to hold an examination. Chas. Rusk, clerk.

*Logan*:—0. 0. 0. The law is good. Henry Whitworth, clerk.

*Lorain*:—1. 38. 9. Good. Will encourage pupils. H. M. Parker, clerk.

*Lucas*:—1. 19. 17.

*Madison*:—1. 33. 14.

*Mahoning*:—1. 6. 3. A step in the right direction. H. A. Manchester, clerk.

*Marion*:—0. 0. 0. Verbal report from Hon. B. G. Young.

*Medina*:—2. 134. 85.

*Meigs*:—1. 25. 15. Stimulating effect manifest. T. C. Flanegin, clerk.

*Mercer*:—1. 11. 8. Salutory. Payment of tuition should be compulsory. J. F. Kenney, clerk.

*Miami*:—2. 25. 15. Will do good. The word "may" in the law should be changed to *must*. J. T. Bartmess, clerk.

*Monroe*:—0. 0. 0. No township high schools. L. A. Witten, clerk.

*Montgomery*:—1. 5. 2.

*Morgan*:—2. 54. 33. Meets with favor. W. M. Wikoff, clerk.

*Morrow*:—No report.

*Muskingum*:—1. 25. 13.

*Noble*:—1. 14. 14. Wise. It will compel townships to grade up. Bell Archer, clerk.

*Ottawa*:—1. 14. 13. Will create an interest. H. W. Nieman, clerk.

*Paulding*:—1. 7. 5.

*Perry*:—1. 31. 31. Good, but the tuition should be compulsory. J. C. Fowler, clerk.

*Pickaway*:—No report.

*Pike*:—No report.

*Portage*:—1. 22. 15. Beneficial. Some opposition. F. A. Merrill, clerk.

*Preble*:—1. 94. 72.

*Putnam*:—0. 0. 0. No applicants. Superintendents propose to examine new pupils themselves when they apply for admission to high schools. H. F. Rauh, clerk.

*Richland*:—1. 7. 2.

*Ross*:—1. 20. 8.

*Sandusky*:—2. 24. 10. Good. J. I. Swander, clerk.

*Scioto*:—2. 6. 3.

*Seneca*:—No report.

*Shelby*:—0. 0. 0. No applicants.

*Stark*:—No report.

*Summit*:—1. 49. 26. Has a salutary influence. "May" should be changed to shall. Samuel Findley, clerk.

*Trumbull*:—1. 41. 20.

*Tuscarawas*:—No report.

*Union*:—0. 0. 0. No examination held. R. L. Woodburn, clerk.

*Van Wert*:—2. 30. 17.

*Vinton*:—0. 0. 0. W. H. Seitz, clerk.

*Warren*:—2. 184. 81.

*Washington*:—1. 2. 1.

*Wayne*:—2. 69. 30. Decidedly beneficial. J. L. Wright, clerk.

*Williams*:—2. 49. 22. The best legislation. County superintendent next. J. R. Walton, clerk.

*Wood*:—0. 0. 0. Law will be complied with next year. J. C. Solether, clerk.

*Wyandot*:—2. 8. 6.

Total number examined, boys 1062, girls, 1069=2131.

Total receiving certificates, boys, 687, girls, 654=1341.

### FRAGRANT MEMORIES.

I retain many delightful memories of my more than forty years of school experiences. Many choice young people have been my pupils, and many of them are to-day filling important and responsible positions. I have seen many excellent schools and have been associated in the work with many noble men and women, some of whom have finished their appointed tasks and now rest from their labors.

Of all the schools I have known, one stands pre-eminent. The memory of it, though a quarter of a century old, still carries with it a sweet perfume. It was in room 12 of the Brownell Street Building, Cleveland, and was taught by Miss Sarah L. Andrews. The room itself was so filled with an atmosphere of love that one could not enter it without feeling its influence. The loving spirit of the teacher was so all-pervasive and all-powerful that no evil spirit ever entered, or entering, was at once subdued. To become a member of that school was to become gentle, polite, refined.

I have known schools that equaled that one, perhaps surpassed it, in intellectual vigor and life—that perhaps surpassed it in intellectual results, but never one its equal in softening and refining influence.

A favorite exercise in Miss Andrews's school was the recitation in concert, of choice gems of thought and sentiment. These were very thoroughly memorized and recited by the entire school, with good expression and in perfect time, and the effect was wholesome and lasting. One selection which I often heard this school recite still rings in my ears, and I reproduce it here. I would be glad to know that a good many other schools use it in the same way.

"NEARER HOME."

"One sweetly solemn thought  
Comes to me o'er and o'er;  
I'm nearer home today  
Than I ever have been before.

"Nearer my Father's house,  
Where the many mansions be;  
Nearer the great white throne,  
Nearer the Jasper sea;

"Nearer the bound of life,  
Where we lay our burdens down;  
Nearer leaving the cross,  
Nearer wearing the crown.

"But lying darkly between,  
Winding down through the night,  
Is the dim and unknown stream  
That leads at last to the light.

"Closer, closer my steps  
Come to the dark abysm,  
Closer death to my lips  
Presses the awful chrisim.

"Saviour, perfect my trust,  
Strengthen the might of my faith,  
Let me feel as I would when I stand  
On the rock of the shore of death.

"Feel as I would when my feet  
Are slipping over the brink;  
For it may be I'm nearer home,  
Nearer now than I think."

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**WANTED, A TEACHER.**

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One who ought to know says, "The want of well qualified teachers is the weak place in our system of public instruction." This is a serious matter if it is true. The doubt is suggested by the statement of another eminent educator, that "The Ohio Teachers' Association is no mean body; it has a great deal of the best of knowledge and the best of culture in the State."

Combining these statements, one approaches the subject of the necessary qualifications of the ideal teacher with considerable awe, and a little investigation shows that the feeling is well founded.



Not to linger over the requirements of the examinations, which embrace a more or less thorough knowledge of the English language, its orthography, grammar, literature, etc., mathematics in all forms used in ordinary business, and many branches never used in any case after leaving school, geography, history, more of civil government than most of our politicians (ward politicians at least) know, several branches of natural science, special knowledge in physiology relating to alcohol and narcotics, pedagogy, the current events of the time, and current literature, the real test of a teacher's fitness is found not in what she knows, but in what she is.

One interested in the subject says, "Sympathy in a teacher is greater than ability to parse, enthusiasm is more important than a knowledge of square root, a progressive spirit is better than a recollection of all the bays and capes in the corners of the earth," and a very high authority, without "exhausting the catalog," names a few of the more essential qualifications, as genuine character, integrity, purity, strength, good scholarship, disciplined powers, constant growth, skill in teaching, self-control, common sense. Another adds nerve, saying that if one lacks the nerve to hold a school in his hands, it is of no avail that he has a fine education or a professional spirit. To these add this summary by Supt. A. S. Draper: "A sunny disposition, a buoyant nature, a judicial temperament, an alert mind, an intimate knowledge of the world's affairs, an active sympathy with the progressive spirit of the age, love of the work, and devotion to the State," and this pretty picture of the outward form of the fair ideal, "Graceful, genial, neat, June roses in her cheeks and their fragrance in her heart."

Who wouldn't be a teacher? But oh, the difficulty of it! Even if the "sunny disposition and buoyant nature" survived an intimate knowledge of the world's affairs, the judicial temperament is hard to combine with that "enthusiasm which is more important than a knowledge of square root;" and not even "love of the work and devotion to the state" could keep alive the June roses towards the close of a term of five months in a school of 40 to 60 scholars.

The life a teacher is often obliged to live does not always tend to develop the highest graces; yet it is possible to preserve the gracious, easy manner of a woman of society, even after years of teaching. It has been done, such teachers do exist, but how hard it must be to carry a serene, care-free countenance amid the anxieties of the last month's work in a term, or the beginning of new work; and considering the amount of out-of-school work required of a teacher, such as teachers' meetings, institutes, review of old studies, and the preparation of new branches which are liable to be added any year, her time for acquaintance with general literature will be wholly inadequate.

Then, when we are told that "the physical constitution of a teacher, good health, proper height, and regular and pleasant features are very desirable, and may pass for more value than great learning," we naturally think of the labor and care which so fatigues and exhausts the physical powers that the face becomes pale and drawn and the eyes sunken and enclosed in dark circles, so destructive.

Oh for some wise man to tell us how to use every moment of time, every fibre of nerve and muscle, every faculty of mind and heart, to such advantage or in such manner that it shall be only the healthful exercise that develops and perfects, and not the over-strain that paralyzes and destroys.

Teachers are mortal, and human, and all work in one line, and no play, is productive of the usual effect; and if it makes Jack a dull boy, it is as likely to age and break down his sister prematurely.

"The good teacher is born, not made;" but owing to the fact that the teacher of most power and experience as well as the highest natural qualifications is precisely the one least likely to marry and bring up children, the great factor of heredity cannot be relied upon and the realization of the ideal remains the same puzzle it has always been.

MARY CUSHMAN.

### O. T. R. C.—TREASURER'S REPORT.

DEAR EDITOR:—Permit me to acknowledge through the MONTHLY the receipt of the following membership fees since my report in May :

Beman Hirn, Chillicothe, Ross Co.....	\$ 25
H. M. Parker, Elyria, Lorain Co.....	30 50
C. L. Williams, New Straitsville, Perry Co.....	6 25
G. A. Hubbell, Fairfield, Greene Co.....	13 40
J. M. Fisher, Mt. Eaton, Wayne Co.....	25
Louisa Kaumacher, Columbus, Franklin Co.....	7 75
B. F. Limbacher, New Bedford, Coshocton Co.....	1 60
W. W. McIntyre, Wooster, Wayne Co.....	50
Anna M. Conlis, Toledo, Lucas Co.....	25
Marian F. Mardis, Pratt County, Kansas.....	25
V. B. Neal, Surreyville, Brown Co.....	9 75
C. S. Wheaton, Athens, Athens Co.....	3 25
T. S. Lowden, Fredericksburg, Wayne Co.....	42 50
W. W. Spear, Mt. Gilead, Morrow Co.....	1 75
W. W. Donham, Forgry, Clarke Co.....	25
C. H. Swigart, Nimisila, Summit Co.....	25
Gertrude A. Sipe, Carey, Wyandot Co.....	3 50
W. A. Axline, Fultonham, Muskingum Co.....	2 25
Ida M. Brown, Sidney, Shelby Co.....	75

#### PUPILS' COURSE.

C. S. Wheaton, Athens, Athens Co.....	5 90
Kittie M. Smith, Marion, Marion Co.....	1 00
Alice Parsons, Marion, Marion Co.....	1 10
J. E. Painter, Martinsburg, Licking Co.....	2 80
J. A. Edwards, Hanover, Licking Co.....	1 20

Total..... \$136 75

All members who have not yet sent in complete reports are urged to do so at once. All who have read four years' reading and are therefore entitled to a diploma should report immediately. The diplomas are presented at the meeting of the Ohio Teachers' Association at Cleveland, Ohio, June 30.

CHAS. HAUPERT, Cor. Sec'y.

New Philadelphia, Ohio, June 17, 1892.

# EDUCATIONAL INTELLIGENCE.

—Cambridge is erecting a \$12,000 school building.

—T. B. Pinkerton has enlisted for his fourteenth year at Waterville, Lucas county, Ohio.

—The High School at Canal Lewisville held a lawn fete June 4, realizing twenty-five dollars for the benefit of the library—D. O. Dean, prin.

—The School Journal of New York celebrates Columbian year by the erection of a beautiful new building for its offices, to be completed October 1.

—The Youngstown schools had a grand musical festival, May 26 and 27, under the direction of S. H. Lightner, the teacher of vocal music in the schools. It is said to have been a delightful festival of song and flowers.

—The Summit county institute will be held in the Crouse Gymnasium of Buchtel College, at Akron, for the week beginning August 15. The instructors are Dr. C. W. Bennett, Piqua, Supt. C. L. Van Cleve, Troy, and Mrs. Marie Jacque Kumler, Dayton.

—The Schools of Loudonville—G. C. Maurer, supt.—observed Arbor Day with appropriate exercises. Trees were planted and the lily was chosen as the State flower. Steps have already been taken preparatory to the celebration of Columbus Day, Oct. 12.

—Medina county institute will be held at Lodi, for one week beginning August 1, with instructors Dr. A. E. Winship, Boston, Supt. Arthur Powell, Marion, and E. F. Warner, Bellevue; B. W. Burgess, Akron, musical director. There will be a series of evening entertainments, including an elocutionary contest.

—The teachers of Youngstown, Ohio, have decided to conduct a summer school of methods and review, in the Rayen High School, during the month of July. The school will be in charge of Prin. S. D. Sanor, assisted by a committee of five leading teachers of the city, with a strong corps of instructors and specialists.

—The Christy School of Methods and the Ashtabula county institute will be held at Jefferson July 12 to August 5. Instructors: Bertha M. McConkey, South Manchester, Conn.; John E. Morris, Alliance; F. V. Irish, Columbus; C. W. Butler, Defiance; L. P. Hodgeman, Jefferson; M. L. Hubbard, South New Lyme; and J. F. King, Orrville.

—The attendance at Buchtel College is such as to make additional room a necessity. The trustees have accordingly determined to proceed at once with the erection of a new building to be called Science Hall. The faculty have just announced a new plan of government, to take effect at the beginning of the next college year. The students are to have a voice. They are to choose from their own number representatives, who with representatives of the faculty shall constitute a congress for the adjudication of cases. The students are pleased with the arrangement, as a matter of course.

—Through the efforts of Supt. Thomas mainly, Ashland county had seventy-five successful candidates for graduation from her country schools. Exercises were held at the county seat, Friday evening, May 20, in the presence of a large audience. Rev. J. C. Elliott, of Rittman, delivered the address.

—E. F. Moulton is the only one retained of the five supervisors connected with the Cleveland schools. All the others have been retired. The special teachers of music, drawing and writing, the principal of the normal school, all the principals of buildings, and all the teachers save about twenty-five have been reappointed. An assistant superintendent and two supervisors are yet to be appointed.

—The well known publishing firm of Sheldon & Co. has purchased the Franklin Educational Series and all the other text-books formerly published by Taintor Bros. & Co. With these additions to the already extensive and valuable line of text-books published by Sheldon & Co., this old reliable house is prepared to furnish schools of every grade with text-books equal to the best and as low in price as any other text-books of like quality.

—COMMENCEMENTS:—Pomeroy, May 21, sixteen graduates, M. Bowers, supt., T. C. Flanegin, prin. Union City (Ohio Side), May 5, ten graduates, J. M. Bunger, supt. Columbus, Ohio State University, June 22. Painesville, June 21, fifteen graduates, Geo. W. Ready, supt. Orrville, June 10, ten graduates, J. L. Wright, supt. Hickman College, Ky., June 16, W. E. Lumley, pres't. Logan, June 14, seventeen graduates, R. E. Rayman, Supt. Bellevue, June 16, thirteen graduates, E. F. Warner, supt., H. C. Bates, prin. Lancaster, June 16, twenty-two graduates, Geo. W. Welsh, supt., M. C. Smith, prin. Athens, Ohio University, June 22, college department 18 graduates, pedagogical department 9 graduates. Clermont county, common schools, June 4,—174 graduates. Highland county, June 4,—35 graduates. Hillsboro, June 17, five graduates, Samuel Major, supt., E. G. Smith, prin. Monroeville, June 9, ten graduates, W. H. Mitchell, supt. Salem, June 9, eighteen graduates, M. E. Hard, supt., F. R. Dyer, prin. Chagrin Falls, June 9, ten graduates, F. P. Shumaker, supt. Norwalk, June 8 and 10, twenty-seven graduates, A. D. Beechy, Supt., N. T. Brown, prin. Lithopolis, May 20, address by F. V. Irish. Macedonia, June 10, two graduates, J. F. Hays, prin. Address by Samuel Findley. Lucas county, at Toledo, June 4, seventeen graduates, address by Supt. H. W. Compton. Malvern, 10 graduates, J. E. Finefrock, supt. Minerva, 13 graduates, T. E. Wilson, supt. Cambridge, May 26, nineteen graduates, E. L. Abbey, supt., A. B. Hall, prin. Guernsey county, 9 graduates, address by John L. Locke, Esq. Athens county, June 4, thirteen graduates. Address by Prof. D. J. Evans. Hartwell, June 10, eight graduates. Newark, June 9, twenty-five graduates, J. C. Hartzler, supt. Ashland, June 3, eight graduates, S. Thomas, supt., Belle F. Osborn, Prin. Huron, June 3, four graduates, B. B. Hall, supt. Greene county, at Xenia, June 11. Addresses by R. H. Holbrook, R. W. Mitchell, J. B. Cummings, Horace Ankeney, Dr. W. L. Rouse, and others. Medina, June 9, fifteen graduates, J. R. Kennan, supt. Amanda Township, June 1, two graduates,

L. E. Huston, teacher. Sugar Creek Township, at Bellbrook, May 25, ten graduates, S. O. Hale, supt. Urbana, June 9, sixteen graduates, W. McK. Vance, supt. Champaign county, 103 graduates. Address by R. H. Holbrook, and remarks by Supts. Vance and Mulford. Lorain, June 10, fifteen graduates, F. D. Ward, supt. Columbus Normal School, June 9, thirty-three graduates, Margaret W. Sutherland, prin. Rio Grande College, June 9, six graduates, J. M. Davis, pres. Cleveland, June 17,—136 graduates. Address to the class by Supt. Draper. New Philadelphia, June 10, fifteen graduates.

### PERSONAL.

—Miss M. W. Sutherland has been re-elected principal of the Columbus Normal School, with an unsolicited addition of \$200 to her salary, making \$1800.

—Mr. J. M. Talbott, for some years principal of the Galion High School, has been promoted to the superintendency at West Cleveland. Mr. Talbott made an excellent record at Galion and fully merits this advancement. I. C. Guinther succeeds him at Galion.

—John R. Buchtel, the founder of Buchtel College, died at his home at Akron, May 23, after five years of helpless illness. Mr. Buchtel was a man of large heart and generous impulses. Having no immediate heirs, he made the college which bears his name his sole legatee. The sum of all his benefactions to this institution is nearly half a million dollars.

—Mr. and Mrs. Henry M. James, who have been sight-seeing in Europe the past year, expected to sail from Glasgow, by steamer State of Nebraska, June 24, hoping to reach New York by July 5. Mr. James expects to reach Saratoga in time for the meeting of the "Council," of which he is a member. After the Saratoga meeting, friends may address Mr. and Mrs. James at Hudson, Mich.

—ELECTED:—Supt. Elias Fraunfelter, Akron, salary \$2750, increase of \$250. Supt. Geo. W. Ready and corps of teachers, Painesville. Supt. G. W. Hoffman, Collinwood. Supt. R. B. Smith, Uhrichsville. Supt. J. L. Wright, Orrville, making 13th year. Supt. B. F. Hoover, Lodi, for three years. G. W. Fry, Richmondale. Supt. H. B. Williams, of Caldwell, elected at Kenton. Prin. J. C. Evans, Chandlersville. Supt. C. L. Boyer, Lithopolis. Supt. J. E. Finefrock, Malvern, fifth year. Supt. O. W. Kurtz, Minerva. Supt. G. C. Maurer, Loudonville, and J. W. Scott, prin. High School. Prin. J. G. D. Tucker, Shiloh, formerly at Lexington. Supt. D. P. Pratt, Carlisle, Ky. Supt. J. E. Ockerman, Batavia. Supt. E. L. Abbey, Cambridge, A. B. Hall, h. s. prin., Arthur Reynolds, ass't, all at advanced salaries. S. D. Sanor, principal Central School, Youngstown, salary of \$1200, increase of \$200. Supt. H. A. Hartman, Wetumpka, Ala., \$1000 for 9 months, summering in Van Wert county, Ohio. Supt. Chas. Hauptert, New Philadelphia, \$1500, increase of \$200. H. H. Helter, past year principal at Gnadenhutten, elected principal of academic department Heidelberg University, Tiffin.

—Dr. Eli F. Brown, late of the Central High School, Dayton, Ohio, has been elected superintendent of the city schools of Riverside, Cal. Ex-Superintendent C. H. Keyes goes to Pasadena as president of Troop University.

—Supt. J. L. Lasley reports a prosperous year, but a year of hard work, at Geneva. In twenty-two years of school work he has not been absent from his post of duty, and has never been tardy. This is an unusual record of promptness and faithfulness.

—The inauguration of Dr. Alston Ellis as President of the Colorado State Agricultural College, at Fort Collins, occurred on Commencement Day, June 9. The oath of office was administered, followed by the President's Inaugural Address, which closed with the following words: "And, now, in the presence of this large audience, drawn together by interest in the College and the exercises that are here in progress, and in the sight of Almighty God, I dedicate my powers of body, mind, and heart to the important work that lies before me."

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### BOOKS.

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*Short Stories*, selected by J. M. Laine, A. M., published by Moffatt and Paige, London, is a collection of short stories for reproduction as language exercises. Many of them are stories of truthfulness, honesty, courage, etc.

*Early England* is the second book of Moffatt's History Readers, published by Moffatt and Paige, Paternoster Row, London. The lessons consist of fragmentary stories of early English history, with illustrations, notes and explanations. It covers the period from Egbert down to Chaucer's time.

*Nature Readers*. Sea-side and Way-side. By Julia McNair Wright. Boston: D. C. Heath & Co. Price, 70 cents.

As a kind of introduction to geology, astronomy and zoology, this book has its place in the series of nature readers. It treats in a popular way of fossils and the story they tell, of the starry heavens, and of some of the lower forms of life on the earth. The descriptions are vivid and pleasing, and well calculated to interest young readers in the study of nature.

*Physical Education in the Public Schools*. An Eclectic System of Exercises, Including the Delsartean Principles of Execution and Expression. By R. Anna Morris, Formerly Supervisor of Physical Culture and Reading, Des Moines, Iowa. American Book Company, New York, Cincinnati, Chicago.

Physical education should hold a higher place than it now has in our school systems. The care of the body should be a prime concern of everyone. This is a timely book, in view of recent legislation in regard to physical culture in the schools, and it is practical, sensible, usable. One excellent feature is its inculcation of politeness and grace of manners in the schoolroom.

— THE —

# OHIO EDUCATIONAL MONTHLY

ORGAN OF THE OHIO TEACHERS' ASSOCIATION,

— AND —

## THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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Vol. XLI.

AUGUST, 1892.

No. 8.

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### FORTY-SIXTH ANNUAL MEETING

— OF THE —

Ohio Teachers' Association, at Cleveland, Ohio,  
June 28, 29, 30, 1892.

#### SUPERINTENDENTS' SECTION.

The Superintendents' Section of the Ohio Teachers' Association met at Y. M. C. A. Building, Cleveland, Ohio, June 28, at 9:30 A. M.

The meeting was called to order by Dr. J. C. Hartzler, of Newark, the retiring President. Prayer was offered by Rev. Dr. Sprecher, of Cleveland.

Dr. Hartzler made a statement of the time limit established by the Executive Committee, namely, 30 minutes for the reader of each paper on the program, and 10 minutes each for the speakers appointed to discuss the papers, after which he introduced Supt. W. R. Comings, of Ironton, President of the Section, and announced the subject of his inaugural address, "A Plea for English Language and Literature as a Requisite for Obtaining a Common School Certificate."

After the address, the subject was discussed by those named in the program, in regular order, with the single exception of Supt. C. W. Williamson, of Wapakoneta, who was not present.

Upon motion of Supt. E. B. Cox, of Xenia, seconded by C. L. Loos, of Dayton, Dr. Alston Ellis, of Colorado, was invited to address the Association.

After a brief response by Dr. Ellis, the Association took a recess of five minutes.

After recess, a paper, "What shall be taught below the High School," was read by Supt. E. S. Cox, of Chillicothe, which was discussed by the gentlemen named in the program, in regular order.

At the close of this discussion, Supt. L. W. Day, of Cleveland, ascended the rostrum to make some announcements, and was received with such an enthusiastic greeting by all present, that it was some time before he could proceed.

#### AFTERNOON SESSION.

The Association was called to order by Pres. Comings. Supt. Day stated that over five hundred Cleveland teachers had already paid their annual dues to the Association.

Dr. J. J. Burns spoke extemporaneously upon the subject, "How can the Office of State School Commissioner be Increased in Power and Efficiency?" and was followed by those appointed to discuss the subject.

Supt. A. B. Johnson then made a few remarks about the desirability of increasing the Commissioners' salary. Supt. J. W. Zeller offered the following resolution, which was unanimously adopted:

WHEREAS, There is a growing belief that the office of Commissioner of Common Schools of Ohio, should be increased in power and efficiency by legislation; therefore, be it

*Resolved*, That the Legislative Committee of this Association is hereby directed to formulate and present to the proper Committee of our State Legislature such a bill as would greatly increase the powers of the Commissioner of Common Schools, and that we recommend that the salary of said officer be increased to \$4,000 per annum.

Supt. E. B. Cox moved that a committee on nomination of officers of this Section of the Association be appointed by the chair. Carried. The chair appointed the following: E. B. Cox, L. D. Bonebrake and Thos. Vickers.

Dr. S. F. Scovel, of Wooster University, Chairman of the Committee which was to report at this time upon the matter of retaining boys for a longer time in the high school, not being present, the Executive Committee decided to hear the report of the Legislative Committee. This report was presented by Supt. Treudley, of Youngstown.

Supt. W. W. Donham, of Forgey, discussed Supt. Treudley's report.



Principal Smith, of Marietta, read a paper on Township Organization and Supervision.

President Comings announced that this paper would be discussed sometime to-morrow, and called upon Dr. Burns, to present the report of the Committee on Constitution.

The committee on nomination of officers for the Section reported the name of the Hon. O. T. Corson, State Commissioner of Common Schools, for President, and the name of Supt. J. H. Snyder, of Tiffin, for Secretary. The report was adopted.

The Superintendents' Section adjourned.

A. E. GLADDING,  
*Secretary.*

W. R. COMINGS,  
*President.*

## GENERAL ASSOCIATION.

WEDNESDAY MORNING.

The General Association met in the Y. M. C. A. rooms, Cleveland, Ohio, June 29, at 9 o'clock A. M., and was called to order by Supt. C. S. Fay, of Wyoming, chairman of the Executive Committee.

Prayer was offered by Rev. Dr. Dimmick, of Cleveland.

A selection from Ben Hur, "The Chariot Race," was recited by Mrs. Mercer, of Salem, Ohio.

After some announcements, an address of welcome was delivered by Supt Day, of Cleveland, to which Supt. Fay responded.

President elect, Supt. W. J. White, of Dayton, then delivered his inaugural address, "Waste in Education," which was discussed by Supt. John Simpson,, of Mansfield, and Supt. Thomas Vickers, of Portsmouth.

On motion, the President was instructed to appoint committees on nominations and resolutions.

At the suggestion of School Commissioner Corson, Hon. D. J. Ryan addressed the Association in the interest of the Ohio Educational Exhibit at the World's Fair in Chicago.

Supt. C. C. Miller, of Hamilton, spoke of the great value of Howe's History of Ohio, and offered resolutions looking to the purchase of the work by boards of education, which were unanimously adopted. [The resolutions were not furnished for publication.—EDITOR.]

The venerable author, Henry C. Howe, was introduced to the Association and made a few remarks.

Mrs. Carrie N. Lathrop, of Cincinnati, read a paper on "What Constitutes Satisfactory Normal Training and How can it be Secured?" This paper was discussed by Miss M. W. Sutherland, of Columbus; Miss Ellen G. Reveley, of Cleveland; Prof. Warren C. Darst, of Ada; Miss E. Kate Slaght, of Dayton, and Supt. W. H. Mitchell, of Monroeville.

The Painter Brothers favored the Association with vocal music.

The President appointed the following committee on nominations: H. M. Parker, Elyria; L. W. Day, Cleveland; C. W. Bennett, Piqua; J. J. Burns, Canton; W. G. Williams, Delaware.

#### AFTERNOON SESSION.

After announcements and the reading of letters from absent members, Miss Morris, of Cleveland, conducted a class exercise in Physical Culture.

On motion, the President of the Association was instructed to send an appropriate response to a telegram of fraternal greeting from the Kentucky Teachers' Association.

On motion, Messrs. Forbes, Vaile, Stevenson, Ellis and others, formerly of Ohio, were invited to participate in the discussions.

After music by the Painter brothers, Supt. E. F. Warner, of Bellevue, read a paper, "Is the Utilitarian Tendency Detrimental to the True Ends of Education?"

Miss Clara Louise Doeltz, of Cleveland, favored the Association with a vocal solo.

Mr. Warner's paper was then discussed by E. A. Jones, of Massillon; R. E. Rayman, of Logan; F. R. Dyer, of Salem; E. R. Booth, of Cincinnati, and F. S. Coultrap of Nelsonville. Dr. S. F. Scovel, of Wooster, read a paper on "How a Larger Percent of Our Boys Can be Held in the High Schools."

#### EVENING SESSION.

The Annual Address was delivered by Hon. M. E. Ingalls, of Cincinnati; subject, "Patriotism in the Common Schools."

#### THURSDAY MORNING.

Devotional Exercises were conducted by Rev. Buxton, of Cleveland.

The President appointed the following committee on resolutions: J. W. MacKinnon, of London; L. W. Day, of Cleveland; E. B. Cox, of Xenia; J. F. Lukens, of Lebanon; Chas. L. Loos, of Dayton.

J. J. Burns, chairman of the committee on revision of the constitution, made a report.

The report was so amended as to make the name of the Association "The Ohio State Teachers' Association," instead of "The Ohio Teachers' Association." The report was adopted.

[The Constitution as amended appears elsewhere in this issue of the MONTHLY.—Editor.]

An address on "The Relation of Ohio Schools to Ohio Colleges" was then made by Dr. C. F. Thwing, President of Western Reserve University.

This subject was further discussed by Prof. Chamberlain, of Marietta; Supt. J. H. Snyder, of Tiffin; Dr. E. W. Coy, of Cincinnati; Supt. F. G. Cromer, of Greenville; Dr. T. P. Marsh, of Mount Union College; Supt. Saunders, of Bryan; Prof. H. C. King, of Oberlin, and Supt. McKean, of Jefferson. Principal Geo. F. Sands, of Cincinnati, then addressed the Association on "The Relation of the Teacher and the Parent to the School."

This subject was discussed by Miss Bessie Charles, of Eaton, and Supt. D. F. Mock, of West Salem.

#### AFTERNOON SESSION.

The session was opened with a violin solo by Harry Gordon, followed by a vocal solo by W. G. Stewart. Mrs. D. L. Williams, of Delaware, President of the Ohio Teachers' Reading Circle, was called to the chair. Supt. Chas. Hauptert, of New Philadelphia, secretary and treasurer of the Circle, made his report.

Mrs. Williams made a short address and presented the diplomas to the graduates of this year. There were 97 graduates, but only a small number were present to receive diplomas.

On motion, the following resolution was adopted:

*Resolved*, That it is the sense of this Association that persons entitled to the Reading Circle diplomas should, as far as possible, be present to receive them.

Remarks upon the work of the Circle were made by I. N. Keyser, S. T. Dial, and Arthur Powell.

Supt. A. B. Johnson, of Avondale, presented the report of the committee on Necrology.

Dr. Thomas W. Harvey, of Painesville, C. Durbin, of Knox county, and Chas. A. Shaw, of Canton, have passed to the other world since we last met.

Supervisor E. F. Moulton, of Cleveland, read a paper on the Life and Services of Dr. Thomas W. Harvey. Remarks were made by Supt. Stevenson, of Wichita, Kansas; Alexander Forbes, of Chicago; Hon. O. T. Corson, of Columbus, and Supt. L. W. Sheppard, of Sabina. Letters from Hon. D. F. DeWolf, Madi-

son, Ga.; Reuben McMillen, Canfield, O., and Hon. John Ogden, Bismarck, North Dakota, were read.

After music by the Painter Brothers, "Nearer My God to Thee," Supt. Bonebrake of Mt. Vernon, read a memorial paper on the life of Chas. Durbin, and Supt. Burns, of Canton, one upon the life and character of Chas. A. Shaw.

Hon. Richard Parsons, of Cleveland, spoke of the life and educational work of Harvey Rice, the father of the Ohio school system, and asked the teachers to aid in erecting a monument to his memory in Cleveland. Senator Williams, of Cleveland, spoke on the same subject, and offered the following resolution, which was adopted :

WHEREAS, the late Board of Education of the City of Cleveland proposed that a suitable memorial should be erected to the memory of the late Hon. Harvey Rice, the founder of the Ohio Public School System, and

WHEREAS, The pupils in the public schools of Cleveland have already nobly inaugurated a subscription therefor, by contributing in coppers, nickels and dimes, the sum of about \$1,500; therefore,

Resolved, That this Association most heartily approves of the erection of such Memorial, and recommends to the teachers of Ohio that they contribute to the fund therefor.

Chas. L. Loos, of the Committee on Resolutions, submitted the following report.

Our meeting this year has been one of much profit and pleasure, the enrollment is the largest in the history of the Association, and the interest shown by the full attendance at all the sessions has been marked; therefore, *Be it Resolved*,

1. That we heartily appreciate the earnest efforts of Supt. L. W. Day and the Supervisors and Teachers of the Cleveland Schools, in making this one of the very best meetings of the Ohio Teachers' Association.

2. That the thanks of the Association are hereby extended to Mr. M. E. Ingalls for his very practical and interesting address; to the Railroads for their liberal rates, and especially to Mr. D. B. Martin, of the Big Four route, for his courtesy in the general extension of the time of tickets until Sept. 15; to the *Plain Dealer Pub. Co.*, for special courtesies received, and to the various newspapers of the city for their daily reports of our meetings; to Mr. N. Coe Stewart for his successful efforts to secure music for us, and to Miss Doelz, Mrs. Gordon, Messrs Wilson G. Smith, W. G. Stewart, Harry Gordon and the Painter Bros., for their skillful and delightful rendition of the same.

3. That we heartily endorse the Workman and Boxwell Laws, and pledge our earnest support in the enforcement of the same.

4. That a copy of these resolutions be furnished the Press of the city.

Respectfully,

J. W. MACKINNON,  
L. W. DAY,  
EDWARD B. COX,  
J. F. LUKENS,  
CHAS. L. LOOS, JR.  
Committee.

The report was adopted.

H. M. Parker, chairman of the Committee on nominations made the following report:

*President.*—E. A. Jones, Massillon.

*Vice Presidents.*—L. W. Sheppard, Sabina; Miss Emma Deterly, Columbus; J. T. Bartmess, Tippecanoe; S. D. Sanor, Youngstown; Edward Merrick, Wilmington.

• *Secretary.*—James L. McDonald, Wellsville.

*Treasurer.*—J. A. Shawan, Columbus.

*Ex. Com.*—C. W. Butler, Defiance; R. H. Kinnison, Wellington.

*Board of Control of Reading Circle.*—Mrs. D. L. Williams, Delaware; Prof. Warren Darst, Ada; Mr. Charles L. Loos, Dayton, in place of Supt. W. S. Eversole, who has left Ohio.

*Committee on Condition of Education.*—3 years, M. R. Andrews, Marietta, J. F. Lukens, Lebanon; 2 years, G. A. Carnahan, Cincinnati, C. P. Lynch, Cleveland; 1 year, C. W. Bennett, Piqua, H. W. Compton, Toledo.

*Committee on Publication.*—3 years, Samuel Findley, Akron, J. B. Mohler, Gallipolis; 2 years, C. L. Van Cleve, Troy, E. F. Moulton, Cleveland; 1 year, Samuel Major, Hillsboro, H. B. Williams, Caldwell.

*Committee on Legislative Action.*—3 years, F. Treudley, Youngstown; W. H. Morgan, Cincinnati; 2 years, J. J. Burns, Canton, J. A. Shawan, Columbus; 1 year, E. B. Cox, Xenia; H. M. Parker, Elyria.

*Committee on Necrology.*—3 years, A. B. Johnson, Avondale, Dr. W. G. Williams, Delaware; 2 years, Miss Anna M. Osgood, Columbus, Miss Margaret Burns, Dayton; 1 year, Wm. Richardson, Cleveland, J. W. Pfeiffer, Canal Dover.

#### TREASURER'S REPORT.

The following report of the Treasurer was read and placed on file:

#### RECEIPTS.

July 9, 1891, cash on hand,.....	\$ 223 51
June 30, 1892, Membership Fees, (Cleveland).....	912 00
Total.....	1135 51

#### EXPENDITURES.

Jan. 1, 1892, Expenses of Executive Committee, (Columbus Meeting).....	\$ 45 90
June 30, 1892. Expenses of Executive Committee, (Cleveland Meeting).....	37 30

June 30, 1892, Expenses of Committee on School Legislation.....	88 06
“ “ Badges for Members.....	27 41
“ “ Record for Secretary.....	1 80
“ “ Printing, Postage, etc.....	13 05
“ “ Services of Stenographer.....	40 00
“ “ Printing Proceedings in Ohio Educational Monthly.....	200 00
Total.....	<u>\$453 52</u>

June 30, 1892, cash on hand.....\$681 00

Respectfully Submitted,

J. A. SHAWAN,  
*Treasurer.*

A motion of E. B. Cox to hold the next meeting of the Association at Columbus, in the winter holidays, instead of mid-summer, on account of the Columbian Exposition, was referred to the Executive Committee.

After singing the Doxology, the Association adjourned.

ARTHUR POWELL,

W. J. WHITE,

S.

*Secretary.*

*President.*

## A PLEA FOR ENGLISH LANGUAGE AND LITERATURE AS A REQUISITE FOR OBTAINING A COMMON SCHOOL CERTIFICATE.

INAUGURAL ADDRESS OF SUPT. W. R. COMINGS, OF IRONTON, PRESIDENT SUPERINTENDENTS' SECTION.

It is with keen appreciation of the honor conferred that I accept the office of president of this body of educational leaders and thinkers, and, recognizing as I do the dignity of the office, and the reasonable expectation that its incumbent should present suggestions worthy your serious consideration, I can assure you that I enter upon my duties with great reluctance.

But, begging of you all the patience and indulgence it is possible for you to extend, I ask your attention to the need of good teaching of English in the common schools, to the means necessary to secure it, and especially to the legal phase of the question, to-wit: the necessity that English language and literature be made a requirement for obtaining a common school teacher's certificate.

It seems to me proper to bring this question before the Superintendent's Section, for it is their province, as I understand it, to give consideration to anything that promises to improve the quality of the work in the common schools, even though the benefits may go largely to the outlying district schools.

But, indeed, there are many superintendents here to-day who are working in the smaller towns and villages, who will be interested in this question, for their pupils are constantly striving to fit themselves for the county examinations; so that, whether they will or not, the

requirements for obtaining a teacher's certificate are a guide to much of the instruction of these superintendents and their teachers.

It is not proposed to add another branch to the list now required for obtaining a certificate, though there could be no serious objection to that in itself, but it is proposed to broaden the requirements in grammar so that they shall cover not only the sentence structure of our language, but its literary merits, its history, and the ethical qualities of authors. Such a change would not eliminate grammar, but it would assign it a subordinate place in the new branch termed *language and literature*, or better, perhaps, simply *English*. While the change might result in giving to grammar less time and in changing its place in the course of study, and that without loss, as I shall attempt to show, the really important change aimed at is that of elevating the desultory readings now sandwiched in between the recognized studies, or appended to the reading book in the form of supplementary texts, to the value and dignity of a regular branch of study, and to do this in a manner at once expedient and effective. It is no doubt true that in many schools of the State literature is well enough and fully enough taught, but it is to extend this benefit to others and especially to country schools that this change is advocated. Much has been done in some counties by the boards of examiners to secure a knowledge of literature on the part of teachers, but what has been accomplished only shows the possibility of doing more, and of making it universal. What has benefited a few schools may benefit all.

It may be urged that what is desired may more easily be secured under the head of reading, and that without any change of the law. But a little consideration will show how incomplete and unsatisfactory would be such a disposition of it. Reading is taught by certain distinct methods of instruction, which at different periods have specific ends in view. The purpose of these methods is complete when pupils recognize readily the words on the printed page and can enunciate them with good expression. But the purpose of grammar is indefinite. There is in fact no generally accepted definition of the term, while the end sought in its study, and the means to the end, are infinite. In this branch every teacher rides his hobby. It is parsing and analysis, or diagramming, or language lessons, or etymology, or philology, or literary criticism, or whatever the fancy of the teacher chooses to make it. Then again, whatever the goal, the freest of go-as-you-please methods prevail. Nothing about the study has met with general approval, or even bids fair to do so. And there is a philosophical reason for this. From the very nature of the case the grammar of a mother tongue, especially if it is the English, comes naturally after one has become familiar with it, and has gained a good degree of proficiency in its use. Hence it is that the results of instruction in this branch are not at all commensurate with the time and effort expended, and it is highly appropriate that this branch, grammar, should be broadened—changed if you please—but certainly enriched, by making it a study of the English language in structure, literary merit and history.

But as grammar and literature have been considered separate and

distinct studies, it is advisable that we examine carefully into the merits and demerits of the two before deciding for or against a change that would very greatly affect them both.

English grammar, we are told, was introduced into English schools under an edict of Henry VIII. The first texts were written in Latin and were practically but Latin grammars very imperfectly modified to fit the new conditions. The use of these early grammars was very stoutly opposed by that eminent school-master, Roger Ascham, who earnestly maintained that "all languages, both learned and mother tongues, be gotten, and gotten only, by imitation. For as ye use to hear, so ye learn to speak; if ye hear no other ye speak not yourself; and whom ye only hear, of them ye only learn."

But the argument that a pupil should understand well the structure of his own language, and the claim that a knowledge of it would teach him to speak correctly, have been successful in maintaining a place for it in all our common schools. To be sure, since then the text books have been materially modified, and now fairly well fit the language they describe. Still the charge has been made over and over again that it does not teach one to speak or write correctly. In the effort to make it affect the speech, the text has been simplified, diluted with language exercises, reduced to childish phraseology, and so in many cases made mere "milk for babes." But the last state is worse than the first. The simple fact is that the study is one for the older rather than the younger minds in our schools. The truth of Locke's assertion that "Grammar is something to be studied very carefully, but it is only to be studied by a grown man, when he applies himself to the understanding of [it] \* \* \* critically," is taking a strong hold of educationists generally. Accordingly there has been a large introduction of language exercises and literature into the lower grades, while technical grammar is now slowly drifting into the higher grades, where it is studied for its intellectual value. That there is profit in the study of grammar in these higher grades I shall not question. But upon this point Wm. T. Harris says, "The grammatical method is for the most part a method in logical discrimination. It does not go for much in the way of a mastery of a language for use, but it is, per force, a fine discipline for the development of intellectual acuteness and directive power." And Prof. John Earle in the *Forum* for last March defines grammar as "the analysis of mental action in the use of language." A definition that implies considerable maturity for the proper pursuit of the study.

Concerning the advisability of teaching grammar to children, Herbert Spencer quotes M. Marcel, who says, "It may without hesitation be affirmed that grammar is not the stepping-stone, but the finishing instrument." And to the same point he quotes Mr. Wyse, who says, "Grammar and syntax are a collection of laws and rules. Rules are gathered from practice; they are the result of induction to which we come by long observation and comparison of facts. \* \* \* A language is spoken, and poetry written many years before either a grammar or prosody is even thought of. \* \* \* In short, as grammar was made after language so ought it to be taught after language."



So far as I have observed all writers and speakers have of late fully agreed with Prof. W. D. Whitney in the position he takes in the preface to his grammar that it is not the province of grammar to teach the correct use of English, and that "no one ever changed from a bad speaker to a good one by applying the rules of grammar to what he said." The nature of our language, to say nothing of the experience of teachers, makes this conclusion inevitable. But common practice seems still to go upon the assumption that what is or has been in other languages ought to be in English. Richard Grant White in "Words and Their Uses" draws an interesting comparison between the ease of learning Latin and that of English. "The Latin construction," he says, "is guided entirely by syntax and etymology, but the English by reason and logic. And so it is that if the English is not learned by imitation and practice it requires a very mature mind to hold all its intricacies of construction and relation, to say nothing of the still more mixed spelling."

Macaulay met this same problem while directing the establishment of certain schools in India, and he expressed himself as follows: "I must frankly own the list of books, grammars of rhetoric and grammars of logic, are among the most useless furniture of a shelf.

"Give a boy Robinson Crusoe. That is worth all the grammars and rhetorics in the world. We ought to procure such books as will give the children a taste for the literature of the West. Not books filled with idle distinctions and definitions, which every man who has learned them makes haste to forget. \* \* \* I am not joking, but writing quite seriously, when I say I would rather order a hundred copies of Jack the Giant Killer for our schools than a hundred copies of any grammar or rhetoric or logic that ever was written."

Much more might be said and authorities without number quoted to show that a text-book on grammar is out of place in the hands of pupils in the lower grades of our schools,—in grades, certainly, below the seventh or eighth, and that, as Macaulay says, a wise substitute would be the better class of works of literature.

This, of course, could be brought about without any change in the law governing the issuing of teachers' certificates, but as it is a fact that in all the country, village, and many of the town schools, the securing of a teacher's certificate is made the goal of the pupils' work, and as the educational training of, perhaps, the majority of the common school teachers ends with the securing of this document, it appears highly appropriate that the legal requirements for entering the teacher's profession should put less comparative value upon the study of English grammar and more upon a knowledge, in a broad and general way, of the language and its literature.

A little observation, however, shows that throughout the land there is a decided movement toward the introduction of literature as a study into the lower grades of the best schools. Authors' days have made literature popular with pupils. Reading circles have introduced thousands of teachers to the great minds of the past and present. Publishers have noted the signs of the times and have placed at our command

cheap and convenient editions of the most worthy British and American classics.

Nor is the movement confined to individual schools. Decisive steps have been taken, or are contemplated, in several of the states. The State Board of Examiners of Indiana announces that a knowledge of literature will be required of all applicants for common school certificates. For this year, "David Copperfield" and the "Autocrat of the Breakfast Table" are the books upon which, together with their authors, the teachers will be examined. Many of the states require an examination in literature, provided the subject is taught in the schools. But Supt. Sabin of Iowa urges that this is not sufficient. He says that "it is not so much a knowledge of technical grammar, as a broader knowledge of the English language, which is required."

New York, through her Board of Regents, has taken the advance step fully and decidedly. Albert Watkins, in the *Educational Review* for November, states the change briefly and clearly.

He says: "The results reached in English grammar seemed to indicate that pupils who had passed the examination in that branch had not attained the facility in the use of the language, both in speaking and in writing it, that was desirable and that could justly be demanded as a result of the best instruction. The cause was thought to exist in the lack of the proper arrangement of the subject as prescribed for the examinations, and in the need of more drill in the use of the language. Elementary English and advanced English have therefore been substituted for English grammar, and English composition and rhetoric for rhetoric. The elementary English and English composition as here outlined are intended to imply thorough drill both in the oral and in the written expression of thought; the advanced English and the rhetoric are designed to embrace a knowledge of technical grammar and the science of rhetoric, while requiring also the study of models of the best English and constant exercise in the attainment of a good English style. \* \* \* To insure constant exercise in the practical use of the language throughout these English studies, an essay is required in every examination in each of these subjects upon a topic taken from some work previously announced. The works announced for this year are, in elementary English, Robinson Crusoe; in English composition, Life of Washington; in advanced English, Enoch Arden; and in rhetoric, Webster's Reply to Hayne. An examination in American literature, separate from that in English literature, has been added, and will require, besides the usual study of American authors and their works, that candidates commit to memory and reproduce in the examination upon that subject the choicest of our American anthems, popular songs, and patriotic selections. An examination upon an assigned course in English reading, including both English and American authors, completes the English language work. The changes in this department of the work have been made with a view to producing speakers and writers of good English, to developing taste for the best literature in the language, and to storing the memory of the pupils with selections which shall make our schools seminaries of patriotism."

That this tardy movement for introducing literature into the lower grades of our schools is in accord with the sentiments of many eminent authors is apparent to the most casual readers. We are all familiar with Charles Lamb's description of his sister's early education, which was obtained by her browsing at will upon a wholesome pasturage of good old English authors, and with his assertion that if he had twenty girls they should be brought up in exactly this fashion.

Macaulay as a child began the habit of rapid and omniverous reading that he retained through life. In one of his mother's letters she says of him: "He gets on wonderfully in all branches of his education, and the extent of his reading, and the knowledge he has derived from it, are truly astonishing in a boy not yet eight years old."

But though Macaulay read widely, he never read carelessly, and even recommended very careful discrimination in the selection of books for young people. In one of his essays while reviewing the educational work of his day he complained that much attention was given to the ancient, and a modicum to the modern languages; but our own literature which, he says, is "second to none that ever existed, so rich in poetry, in eloquence, in philosophy, is unpardonably neglected."

The conditions have improved since the great historian's time, but there is still so much ignorance of books and authors on the part of teachers, to say nothing of their pupils, as to be astounding, were it not so common. If measures be taken to plant the seeds of literary culture broadcast it will not be long before there is an abundant harvest.

To do this effectively will require the careful study and solution of various problems. The first and only serious one is this: From the large variety of books and authors, which shall be selected for a course of reading and study? Observation and experience convince me that this is no easy task, and that it is not judicious to leave it to the individual teacher. Attractiveness, popularity, and individual tendencies have by far too great a weight in the minds of many. Ruskin very brusquely, if not wisely, gave expression to this thought in these words: "There are attractive qualities in Burns, and attractive qualities in Dickens, \* \* \* but those attractive qualities are not such as we should seek in a school of literature. If we want to teach a young man a good quality of writing, we should teach it from Shakespeare,—not from Burns; from Walter Scott,—not from Dickens."

Many schools could be left entirely in the hands of their teachers with perfect confidence of good results. A teacher can teach best that which he enjoys. He will read and get others to read with interest that in which he takes an interest. But to guard against a lapse in judgment and consequent waste of time, if not of positive injury, it would be necessary to give some guidance to the work,—not in form of a cast-iron course of study to be followed by all and under all circumstances, but a suggestive or directive course. That it might be of constant profit to teachers it should be carefully revised and extended every year or two. It should be adapted both to the needs of teachers in preparation for examination, for which it should be ostensibly designed, but it should be adapted to the capacity of children in the third, fourth, and fifth readers, who will in the end be most benefited by it.

Such a course might be prepared by the State School Commissioner or by the State Board of Examiners, and upon the specified authors and their works the teachers would be examined. The study of such books would soon become a regular practice in the schools, especially by the older pupils.

The mischievous character of much of the literature purchased by our boys and girls at the news stands is too patent to need description. And most teachers, forgetting that it is guidance, not prohibition, that is needed, condemn the practice of reading in school, and often consign confiscated books to the flames. Let there be instead a discreet weeding out of the weakly-pious books, frequently obtained at Sunday schools, the detective and wild west abominations, as well as some of the super-esthetic stories of the magazines, and the introduction of books that beget noble thoughts, practical knowledge, and literary discrimination, and good must follow.

"The mind does not hold and shape ideas so much as it is held and shaped by ideas," said Prof. Hiram Mead. We do not have to seek far to find illustrations of the truth of this. Statesmen have come from log cabins, literary men from the backwoods, philosophers from the abode of poverty; but always it is found that books have in a large measure wrought the change. From them come the thoughts of great men that "like the iron atoms of the blood passed into the mental constitution," and give elements of greatness and strength.

In the National Educational Association in 1887, Homer B. Sprague expressed the following sentiment, "The Bible, Shakespeare, Milton—whoever will thoroughly master these three will have a better business education than nineteen-twentieths of our college graduates."

Less dogmatic and more in the line of observation is the following from Ben Johnson: "It is fit for the beginner and learner to study others and the best. For the mind and memory are more sharply exercised in comprehending another man's things than our own; and such as accustom themselves, and are familiar with the best authors, shall ever and anon find somewhat of them in themselves, and in the expression of their minds \* \* \* which hath an authority above their own."

It was this feeling of indebtedness to others that caused Goethe to remark, "Very little of me would be left if I could but say what I owe to my predecessors and contemporaries."

The same thought inspired S. Thurber to say in that remarkable address before the New Hampshire teachers that "children and adults \* \* \* pay it [literature] the homage of willing devotion, being drawn to it by a power to charm, to console, to elevate. It is almost the only study in our schools that has the right to hope for continuance beyond the years of school into the leisure of later life."

If half the good comes from the study of literature in our schools that is claimed for it, then it should certainly be there, whether it takes the place of the study of grammar in part or entirely. The present study of grammar does not attempt the refinement of taste, love of justice, nobility of purpose, purity of morals, and the sentiments of patriotism, but all of these and more may be expected from the study of literature. The

study of grammar has been of little or no profit in teaching literary composition. Nor has it developed an appetite for good literature, though it is devoted to its study. It has not created a taste for books, nor has it taught discrimination between the good and bad. If it teaches how to discover an error in phraseology, it does not teach how to discover a lapse in purity of thought. It makes a study of the skeleton of our language, but it ignores the vital organs, even the soul itself. It is not a guide to the youth who goes to the public library in search of English masterpieces. It still more ignores the demand of the day laborer who is seeking for books profitable for him to read, and this is a point of no small significance. Sir John Lubbock says he is "disposed to think that the great readers of the next generation will be, not our lawyers \* \* but the laborers and mechanics. \* \* \* The first need air and exercise after office hours, the latter physical rest and freedom for mental activity."

Could Sir John Lubbock visit to-day any of *our* city libraries after working hours, he would see that this epoch of popular reading by the working classes is fully upon us, and if the reading is very largely of a flimsy, sensational character, as the librarians affirm it to be, it but emphasizes the necessity for a school training in literary discrimination in wise choice of books.

If these demands and necessities of the times were met by the passage of a law providing for education in literature, it would be necessary to provide means for determining how complete a knowledge of literature would be required; whether or not certain authors should be studied this year and others next, and how much of literary criticism would be demanded.

It would evidently be impracticable to leave the subject to county examiners, as is now done with other branches, for the field is too broad and varied, and there would be no probability that the various boards of county and city examiners would agree upon any satisfactory method of work. Evidently the proper course would be to authorize either the State School Commissioner or the State Board of Examiners to specify from year to year what work should be prepared in order to pass the examinations.

This done, we should see the teachers entering with zeal upon the new study, we should see them interesting their pupils in the work, we should expect of the teachers broader, more scholarly qualifications, a higher professional spirit, increased respect for the vocation, and a broadening of popular education and culture.

May we not expect that in the near future it shall be the duty and the well-filled office of the teacher to lead pupils to immerse themselves in the best thoughts of our great writers, "to think over again their thoughts, to weigh them in the balance of their own judgment, to take possession of them \* \* \* and to work them by their own thinking into new and original forms,— \* \* \* refined and restamped,— \* \* \* a part of themselves?" And may we not expect this association to give such aid as it can in bringing about the reformation?

## DISCUSSION.

D. J. SNYDER:—While listening to this excellent paper, my mind ran back over a score of years during which I have attended these state associations, and there has come to my mind a view of the many happy and helpful changes which have been wrought in the public schools of Ohio through the influence and efforts of the teachers. And no body of men have, perhaps, served our interests better than the county examiners. Their influence is a potential energy in our State in advancing the education of those who teach.

I know no higher work for the schools of this country than that of teaching a child to read and appreciate thought, and to express thought. It is a fact that grammar as it is taught does not teach the art of speaking. Some pupils who have studied grammar very thoroughly in its technicalities, have less ability to express what they see and hear than some boys in business who scarcely know how to read. A little bit of experience in the past year has taught me that more real power of expression can be gotten from reading a few chapters from a book as simple as *Black Beauty*, and reproducing what has been read, than from much study of grammar. Let a superintendent have read to a school a few chapters from an interesting book, *Robinson Crusoe*, or *Irving's Life of Washington*, for instance, and let it lie in the pupils' minds for a few days. Then let him visit the school, and call for what has been read, and he will be astonished to find the results gotten from this process. It is not so with grammar. Grammar does not teach the art of speaking, neither does it impart a taste for literature.

Go into the halls of our State Legislature. Go down to Columbus next winter, and when the sage senators have passed out, watch the pages running a mock session. It would put our high school pupils, just on the eve of receiving their diplomas, to shame in the matter of expression. In every way, putting a motion or carrying on a discussion, their power of expression is astonishing. It is said that such scenes at Washington City are a surprise to the senators themselves. Well, how is this? It is simply, as the president has said in his paper, the tremendous power on the part of the young mind to absorb a thing—to absorb a fact when it is studied, and to appreciate it, and an ability to state it clearly when once it has been absorbed.

During the past year, immediately after chapel exercises, we followed the plan of reading a short chapter from some interesting book, and two or three days afterwards required an oral or written reproduction of what had been read, and the results were simply astonishing. Now, if there is a way by which this could be done systematically and efficiently by each teacher, excellent results would follow.

Examiners should see that those to whom they issue certificates have a fair knowledge of literature and a good use of language. The teachers will soon work up to the standard which the examiners fix.

There are many applicants for teachers' certificates who can parse twenty lines in the life of Washington satisfactorily, according to the formal rules, but tell them to write twenty lines on the life of Washington, and you will be astonished at the poverty of the results. Scarcely

five lines will be found, and the thought will be very unintelligently expressed, showing little power of thought and small ability in the use of English. There is no surer way of progress along these lines than to make reasonable attainment in the English language and literature a requisite for obtaining a teacher's certificate.

DR. J. M. DAVIS:—I shall say at the outset of my discussion of this subject that I entirely agree with the general plan that is set forth in the inaugural of President Comings. I think that the kind of work in literature which he pleads for ought to be done in our schools, and it can be done, but if it is done, and done as it should be, we know that a teacher must oversee and direct the work. He must have a fitness for performing that duty, and it is just as reasonable and right that his fitness to do a work of that kind should be ascertained by some one as that his fitness to perform any part of his work should be made a matter of test before he is admitted into his office. And I am inspired by the thought of the fruitful results of such work as has been advocated in this paper and the discussion of the first speaker, almost more than I am by the thought of any other possible result that may flow from the work of teaching. If this work is rightly done it places in the minds of the pupils habits and tastes and feelings that go with them all through their lives, and give a richer color to every phase of life. How much the home life of the country and generation would be elevated, how much more truthful and peaceful the home circle of the next generation would be, if all the men and women who shall stand at the head of the home of the future shall have had some such intellectual and ethical training drawn from the rich pages of literature as has been spoken of here in the last few minutes. And perhaps it would do something to counteract this great rush of our people toward amusements that are entirely unintellectual, to say nothing of those that are entirely debasing and degrading. And if in our schools we can do something to accomplish these two ends, to give a greater richness and beauty and truthfulness to home life, and also to instill in the minds of our American people a taste for a different kind of amusement than that which absorbs so large a part of the thought of our people, these results even measurably gained will be worth all the thought and all the effort that has been called for or would be called for by a plan such as this paper brings before us.

But, now that I have said these things in general approbation and appreciation of this plan and of the particular ideas that have been set forth in the paper and in the discussion up to this point, I wish to indicate, if not a decided difference of opinion with the two previous speakers, at least a conviction on my part that there is a tendency to go a little too far in the depreciation of the real value of technical grammar as actually taught in many of our schools, and as may be taught in all of them. Not only did I listen with care to the inaugural, but I studied with care the abstract of it which some weeks ago the author very kindly sent to me; and with all deference to some of those great authorities of whom he has spoken, from Ascham and Locke down to Macaulay and our own living Dr. Harris, I think there is at least some

tendency to an undue depreciation of the value of technical grammar, and especially a tendency to overlook one important element of its value as a school study. I fully believe that grammar is often taught so that it does not assist the pupil in learning to use language more accurately, and so as not to aid him in appreciating the beauties of literature; but that is largely the fault of the teacher and the method of teaching, and is not an inherent defect in the subject of technical grammar itself. On the other hand, in addition to what may be done to give a pupil the proper use of language and to enable him to appreciate the beauties of language and thought, I take it that technical grammar has one other element of intellectual value that is often overlooked. The study of that subject in its fundamental and necessary principles, meaning by that the classification of all the words of our language, the parts of speech into which they naturally group themselves, and the bringing out before the mind of the pupil all the elements that compose sentences, has a great bearing, not only upon the cultivation of the general intelligence of the pupil, but in preparing him for the proper mastery of other branches of study. I remember a time when language seemed to me to be a great wilderness in which there were thousands upon thousands of words that were of such a miscellaneous character that I wondered what could be said about them in grammar, and when I learned the classification of the parts of speech and the analysis of simple sentences, it seemed to me that all at once this great ocean of words shaped itself into an orderly system, and I feel for one that a mastery of the principles of technical grammar secured for me by some very faithful and wise teachers when I was a boy about eleven or twelve years of age, was one of the most excellent preparations of my mind for reducing into a system other great subjects of study, which I took hold of later, and which at first seemed irregular and chaotic, just as language does before the child has his first insight into the great principles which unify it. And so I say this against depreciating the value of technical grammar. We must be careful that we do not overlook the different lines along which its influence goes out in which it has a value in developing the processes of the mind of the pupil.

Then there is one other thought: While the technicalities of the science may be carefully and readily taught, yet without departing from the regular routine of the daily class work, a great deal may be incidentally done to build up an appreciation of thought and expression, and develop a love for literature.

D. E. COWGILL:—The question of the course of study is second only to the question of the teacher. To say that it is far less important is by no means to say that it is a matter of little consequence. To say that it matters little what one studies so his method of study be right, is like telling the intending traveller that he will be profited alike by a trip to the Alps or to the great Sahara. It is an error to complain that the varied and ever multiplying departments of learning have equal claims upon the attention of the public schools. It is quite as great a mistake to hold that any one or two of them alone are worthy of consideration. The advocate of the former doctrine is a mere dabbler in learning. The



advocate of the latter is a hobbyist. Somewhere between these two widely separated extremes there lies the desirable golden mean. To find this mean is a problem upon which the present discussion bears.

The state law and common sense agree in saying that a candidate shall be examined in what he is expected to teach. Eight branches have been prescribed, and the question under discussion asks whether literature shall be added to the list. Crammed with subjects as the course of study now is, it would seem that the only possible way to find room for the new-comer would be either to eliminate some of the branches now required or to wedge in the new study as the one more is wedged into a street car, or to say that the so-called new study is really but a part of some branch already required. I believe teachers are few who would advocate the entire discarding of any one of the present branches of study. They are fewer still who would advise the wedging in plan for the introduction of literature. There is too little elbow room as it is. To my mind the best way to secure to literature its due recognition is to make it a part and a large part of the study of reading.

While I agree fully with our president as to the importance of the systematic teaching of literature in the public schools, I am unable to understand how it may be brought within the domain of grammar. It is true that time which is now given to the teaching of grammar might be taken for instruction in literature, but the two are no more to be taught together than are penmanship and arithmetic. Grammar has no more relation to literature than spelling has. I believe that there should be a higher recognition of the claims of literature, but not at the expense of grammar. It may readily be admitted, as it has been this morning, that much of the teaching of grammar is well nigh profitless, and that the time and effort thus expended could be used to much better purpose in the teaching of literature, but where grammar is taken up in the seventh year, and is intelligently directed, it is certainly well worthy of a place. To prove that literature has a superior claim of that kind is simply to prove that grammar is badly taught. It has been but a few years since language lessons took up arms against grammar and threatened to demolish the verb and the noun, and to consign parsing to the deep, deep sea, but the smell of that battle has become very faint. Grammar is still in the field, and name-word and action-word and quality-word have not yet found a place in the dictionaries; neither are they likely to find such a place.

I do not think that we need new legislation to secure the right teaching of literature in our schools. Neither do I think we need new books on the subject, not even another batch of supplementary readers. The regular school readers that have been in use for the last thirty years contain, I think, all necessary material. But we do need that teachers themselves shall have a much wider acquaintance with literature, and that teachers' examinations in reading shall be a thorough test of such acquaintance. A teacher can hardly render better service to his pupils than to cultivate in them a full appreciation of and an enduring love for good reading. Books, good or bad, will be their life-long companions, and happy will they be if they find out in the school-room how to select the best company in the field of literature.

F. J. ROLLER:—I have been thinking this morning that if the denizen of some other planet were to come to this earth world of ours for the purpose of studying man in his entirety, he would make a great mistake to confine his attention entirely to the study of a human skeleton, instead of studying a man that lives and thinks and moves among his fellows as a social being; and it seems to me to-day in like manner that a man would make as great a mistake who would endeavor to study language by means of technical grammar alone, instead of studying the language and literature as well. Grammar at best, as well said here this morning, is a skeleton, but the literature, as I take it, is the flesh, the blood, the life. The public schools of to-day, it seems to me, need less of the bone and more of the meat. I think that is the general spirit of what has been presented here this morning so far, and I heartily concur.

It has been said this morning that one should be a liberal reader, but I would like to lay another parallel principle beside that one and say it is necessary also to be a liberal thinker along the line of your reading. There must be thought along between the lines, or the liberal reading will never lead to the broadness of thought we desire. For he who reads incessantly and to his reading brings not a spirit equal or superior, uncertain and unsettled still remains, deep versed in books but shallow in himself. More thought between the lines, as well as more reading out along the various lines of literature, are some of the things we need.

But we must not only have this liberal reading and the thought between the lines, we must also recognize that language is used in every avocation of life. Now, along this line there are several propositions that I had in mind, and the first is that the acquisition of language for the necessary expression of thought is of primary importance. Second, that language is best acquired by contact. Third, the majority of the pupils of the public schools to-day, I believe, will never pursue language or literature further than grammar, unless they are led by the teacher. And fourth, that a large percentage, I don't say how large a percentage, of teachers will never be qualified to lead until they are examined in literature as a branch. I believe that is true. I hope that my conclusion is evident, and that the time is coming when the lines mapped out will be the lines that will be followed by this great commonwealth, and then will we have results that will be results.

I am not sure it would be best to say there should be no technical grammar before the seventh or eighth year. It seems to me we need a little grammar below that line. We know that more than half of the children of this country pass out of the common schools into the world before they have gone through the primary grades, and a larger percent still never reach the seventh or eighth year, and hence it seems to me there is need of a little technical grammar before they reach the seventh or the eighth year. If they do not get it there, they never will get it at all.

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**WASTE IN EDUCATION.**

INAUGURAL ADDRESS OF SUPT. W. J. WHITE, OF DAYTON, PRESIDENT OF THE  
GENERAL ASSOCIATION.

FELLOW TEACHERS:—I should not be true to long established precedent, nor faithful to the promptings of my own feelings, were I to fail to make proper acknowledgment of my deep sense of gratitude at the honor you have conferred upon me in naming me as president of this Association. While I most keenly appreciate the dignity of the office, I am not unmindful of the responsibilities which accompany it. I most earnestly ask your hearty co-operation and generous support, that this session of the Association may measure up to the full standard of excellence that has characterized the meetings of the past.

Thirteen years have passed since this Association last met in this beautiful city. The march of years has been followed by inevitable change. When last we gathered here, Henkle, the enthusiastic educator, the man of such wonderful erudition, the advanced guard in educational progress, the herald of the new, the defender of right, the advocate of truth, was a conspicuous figure among us. His familiar voice was frequently heard during the session. His wise counsels and prudent suggestions were freely imparted.

Tappan, the keen, incisive, methodical thinker, the man of profound scholarship and extraordinary endowments, the honorable gentleman, the diligent student, the aggressive teacher, the dignified man of character, frequently lifted up his voice in our midst and poured in upon us, from his exhaustless resources, wealth of knowledge and of instruction.

Doggett was here—Doggett, the agreeable associate, the companionable friend, the wide-awake, energetic school man was present.

Fuson was here—Fuson, the modest, unassuming, faithful worker, the man of strong convictions and of sufficient courage to maintain them at all times, enjoyed the meeting with us.

Pollok was here—Pollok, the man of affability, of genuine good humor, of sunshiny, genial temperament, of strong, manly character—Pollok, who always looked upon the bright side of things, and in whose life hope predominated, was a faithful attendant at that meeting.

Hancock was here—Hancock, the typical schoolmaster of Ohio—Hancock, whose sudden removal caused us to stand, at our last meeting, with bowed heads, and sad hearts, "gazing wistfully down the path where he had vanished." and with tender recollections of his noble life prompting us to gird our loins afresh to carry forward the work which had engaged his highest powers of mind, of heart, and of soul—Hancock, the inspiration of every State Teachers' Association for the last half century, participated with us in that meeting.

Harvey was here—Harvey, so recently gone from among us—Harvey, whose gentle presence was felt among us at our last meeting, like the benign influence of a holy benediction—Harvey, the friend and companion of every teacher in the State—Harvey, whose name is familiar to teachers everywhere, and who is a household presence in our own

land—Harvey, the pioneer teacher, the courteous gentleman, the loyal friend, the pure-minded, noble man, was here.

To-day, they are all gone. Their voices are silent, their familiar forms are not seen, their places among us are vacant. Each has been borne to the quiet resting place where he "waits the adoption, to-wit, the redemption of the body." Their races have been run, their work has been accomplished, their burdens have been laid aside, they now "await the arbitration of the last assize."

It seems but fitting that, upon this occasion, we should pause a moment and give expression to those feelings of admiration, of reverence and of love, which were awakened by association with these men. We admired them for their fidelity to duty, for their loyalty to their friends, for their devotion to truth, equity and justice, and for their abhorrence of chicanery, of fraud, and of wrong. We revered them for their integrity, for their moral excellence, for their superior attainments. We loved them for those qualities of mind and of heart which endeared them to all their associates.

Were we called upon to-day to select from among the many virtues that adorned their lives and characters, a single one to be held up as worthy of all imitation and to be kept in perpetual memory, we would select the one that was enshrined in their lives, that was exemplified in all their associations with their fellows, that sat like a diadem upon their brows—"*Moral excellence is the highest dignity of man.*"

We rejoice to-day, that in the contemplation of these beautiful lives, the grandest thing that attracts our attention is their characters. *Character is the man, and character endures forever.*

O how glad we are, upon this occasion, that there is something grander and nobler to contemplate than mere earthly renown!

We are told that in the heart of the great Pyramids of Egypt, those colossal structures that rise majestic from the Libyan desert, is contained a handful of dust which is all that remains to us of a once proud race of kings. If the sarcophagus could indeed at last contain all of the grand creations which we have known and loved and cherished here, this tribute to the memory of our friends would be meaningless, and in vain. But we believe our brothers, though dead, will outlive the "everlasting mountains and the perpetual hills,"—that "they were made of nobler substance than the stars, for they have faculties while the stars have none." O, we thank God reverently to-day, for the lives and influence and characters of these men. I shall be a better man while I live and fare the better in eternity because of my association with them. But

"Hush! the dead march wails in the people's ears,  
The dark crowd moves, and there are sobs and tears,  
The black earth yawns,—the mortal disappears;  
Ashes to ashes—dust to dust.  
He is gone who seemed so great,—  
Gone, but nothing can bereave him  
Of the force he made his own;  
Being here, and we believe him  
Something far advanced in state,  
And that he wears a truer crown  
Than any wreath that man can weave him.

But speak no more of his renown,  
Lay your earthly fancies down,  
And in the solemn temple leave him;  
God accept him, Christ receive him."

Perhaps the greatest achievement of the recent past is in the conservation of energy. "How may energy be best applied?" is a question engaging the serious consideration of many thoughtful minds. The great end sought to be accomplished is the control of force. The inventive genius of the best scientists of the day is laboring to control and direct energy and to prevent its dissipation. Clarence King recently said: "No sooner is a phase of energy or of the great law of its universal conservation marked out in the laboratory by the physicist, than the genius of some mechanic turns it to practical account." "We are mastering the industrial use of energy as fast as we comprehend its nature."

Whatever device will utilize the greatest amount of energy imparted to it is most eagerly sought. This is true, not only in mechanics, but in every department of human endeavor.

In the great field of education, the conservation of energy is as greatly to be desired as it is in that of any other branch of skilled labor.

Whatever promises to hold in check or to prevent waste, is worthy of thoughtful investigation. The recognition of this truth leads us to consider briefly some of the avenues of waste in education.

A fruitful source of waste in education is the employment and retention of incompetent teachers. Nothing is more essential to the highest interests of public instruction than that the schools be supplied with thoroughly capable teachers. This truth has been stated over and over again, in one form or another, until it has become quite commonplace, and yet we dare not close our eyes to its importance, nor are we able to say that its frequent utterance has brought about any appreciable remedy of the great evil. Indeed, no one thing in all the administration of educational affairs so frequently utters its appeal for correction.

The essential thing in our schools today is *greater ability on the part of the teachers*. Many of the schools, particularly those of the cities, are supplied with teachers who come to their work through the instruction and training of city normal schools, and because of that training and a knowledge of guiding principles therein acquired, are much more efficient than they otherwise could possibly be; and yet, in many cases, the qualification for admission to these normal schools, and the kind of training therein imparted, are not such as to reduce to the minimum waste in education. Especially is this true, if all who are admitted are graduated as teachers. I believe the standard should be advanced all along the line. The requirement for admission to the normal schools should be more exacting. More thorough scholarship, broader experience, and better disciplined minds should be required, upon entrance. Unmistakable evidence of aptitude to teach should be a condition for graduation. The governing principle here should be, to graduate such only as show fitness for the work they have to do. There is no possible way of computing the advantages of the child whose privilege it is to enjoy the instruction of a thoroughly skilled teacher, nor to estimate

the irreparable loss of the child whose misfortune it is to be under the tuition of one unfitted for his work.

Can it be questioned that the great powers of intelligent purpose, of determined resolution, of comprehensive planning and of heroic execution, that distinguished Alexander from his contemporaries, were all quickened, developed and matured by the fostering care, controlling force, and skillful guidance of Aristotle, his matchless teacher?

I have no doubt but that the "Great Apostle" owes much of the warmth and ardor of his nature, the heroism and unabating zeal of his devoted life, the matchless symmetry of his intellectual endowments, to the refined intelligence of "Gamaliel," who was known as the "glory of the law" and whose opinions were quoted as "an all silencing authority."

It is the province of the teacher so to stir the minds of his pupils that they shall go on growing, and acquiring, and broadening and thinking, to the end of their existence.

By increasing the difficulty, then, of gaining an entrance to the existing normal schools, by securing, if possible, additional ones, founded upon a broader basis, and giving greater attention to the development of skill in teaching, by more rigidly testing the teaching ability of the pupil teachers, by persistently diverting to other pursuits such as fail to exhibit satisfactory, or at least reasonable aptitude to teach, and by making appointments wholly, or at least largely, from the graduates of these schools, much waste in education would be prevented.

Improper adjustment of the teachers to their work, makes waste not only possible but inevitable. No more delicate duty is required of the authorities of a system of schools than the assignment of teachers to their respective positions. This duty, from its very nature, and from the professional skill necessary properly to discharge it, belongs to the superintendent of instruction. Whatever authority may be vested in local committees, the judgment of the superintendent ought to be, and I presume in most cases is, the law in the case. He alone is sufficiently acquainted with the requirements of the grade, with the character of the work to be done, with the controlling and managing and teaching ability necessary to do that work, to speak with intelligent authority in the premises. And he, above all others, is, or ought to be, in possession of such a knowledge of the scholarly attainments, the trend of thought, the characteristics of mind and of heart, the reserve power, the resources and the ability to use them of the teachers under his supervision, as to be the most competent judge of their adaption to the work of the different grades. He should therefore be untrammelled in the performance of this duty.

Many a normal graduate has been so assigned to work as to render success next to impossible, and rather to invite defeat. If the object had been to prevent the best possible results, the conditions could not have been improved. No study of the capabilities of the young teacher or his fitness for that particular place or work, had been made. No inquiries into his tendencies, or tastes, or habits of thought, or mental power, or personal preference, had been instituted. But a vacancy oc-

curred, and he being next on the list must fill it. Greater discrimination, judicious investigation and prudential action would avoid much needless waste in this regard.

When teachers are properly assigned to duty, intelligent supervision is a great conservator of energy. The new and inexperienced teacher naturally turns to the principal of the building for generous assistance, timely suggestions, friendly criticisms, and patient guidance; and if these are intelligently and sympathetically extended, the theoretical training, supplemented by the well directed practice, goldens into successful experience, and the work goes grandly on. But if, as is not unfrequently the case, the principal of the building has come to his position through no professional training, with limited knowledge of either methods or instruction, or of the philosophy of education, with no apprenticeship in subordinate positions, and with no well defined knowledge of the system of public school work, the young teacher looks in vain to his leader for the helpful support which he has a right to expect, and instead of being strengthened, and guided, and encouraged in his efforts, finds it necessary not only to bear his burdens alone, but often to share those of his superior. The principal of a building should be what the name implies—the *chief teacher of the building*.

While we fully endorse the usual rule—"Other things being equal, the preference for positions shall be given to the graduates of our normal school," we would like to add to it, "Other things being equal, the preference for principalships shall be given to the most competent teachers of the corps." We need trained principals no less than trained teachers.

I say, "other things being equal," because I deem it unwise and prejudicial to the true interests of education, so to frame a rule as to shut out outside teachers of eminent ability and skill, or to narrow the field of gleaning to absolutely local limits. Let merit be rewarded whenever found, and thus give encouragement to honest effort. When the real test of the teacher—daily work in the school room—has been applied, and undisputed success has resulted therefrom, the possessor of such experience is entitled to unprejudiced competition, though a resident of another city. To turn aside such competition would produce great waste in education. Unwarranted change begets waste.

Education is constantly reflecting the changes that take place about us. The universal law of nature is change. All created things are fleeting and evanescent. Government, society, politics, science, religion and education, all yield to the supremacy of change. Longfellow tells us that—

"All things must change  
To something new, to something strange."

Variety is everywhere sought. Novelty is always attractive. The demand is constant for a new sensation. The ear is eagerly listening to catch the faintest whisper of *the very latest*. The mind

"Of desultory man studious of change  
And pleased with novelty,"

tires of its present acquisitions and longs to acquaint itself with the untried.

Dryden exclaims: "Whatever lies in earth, or flits in air, or fills the skies, all suffer change, and we that are of soul and body mixed, are members of the whole."

Education but echoes back the changes in human action. Teachers, like others, are not averse to change. They could not keep step with the procession, nor march abreast with the times, without change. Change is the progenitor of progress. It is the ancestor of growth. It is the forerunner of advancement. But change in education must be considerate, judicious, warranted. It must result from intelligent investigation, from deliberate, exhaustive study, from dispassionate judgment. It must emanate from a critical comparison of the needs of the hour with the preparation made in the schools to meet those needs. A system of instruction as at present manipulated, a course of study such as is pursued in our best schools, was not made in a day. It is not the product of a single thought. It is evolved from the experience of the ages. It is the consensus of opinion of the keenest thinkers of all time. As a growth, it is materially modified only as the controlling conditions are essentially changed.

When so regarded, the waste caused by the fickle fluctuations of unstable management, by the "profitless experiments of idealistic phantasies," will be immeasurably lessened.

But what shall we say of the superlative waste in education, the colossal menace to our grand system of public instruction, "*the mischievous, ruinous, destructive effects of politics in the schools?*" When we turn our eyes in that direction the barometer gives unmistakable evidence of storm. It is the business of fair-minded men, independent of party affiliations, to divorce politics absolutely from the schools. Its practice in, or connection with the schools, can only be mischievous and subversive of public interests.

#### DISCUSSION.

JOHN SIMPSON:—Allow me to congratulate you on the very interesting and instructive address of the president. The beautiful tribute he has paid to those men who have met here in previous years, and who are now no more with us, is fitting and appropriate. Like guests at a hotel, who come, register and take their departure, man comes into this world, registers, and takes his departure to that realm whence come neither tidings nor greetings. We must all realize this fact, and it becomes us to sow the seeds of virtue, and do all we can to make men better, most earnestly and assiduously, while we are here.

As to the subject of waste in education, now before us, I perhaps will not be able to say anything especially new. I think in our public-school work, and perhaps also in the higher range of education, too much is attempted. We undertake more than can be done well. We are anxious to accomplish all that can be done. We all know how the curriculum of study has been enlarged year after year, and one new



department is added after another, until much that is attempted is only waste.

Another source of waste in public education is the yoking of apt and dull scholars together. This is disadvantageous, both to the apt and to the dull. It may not be possible to adjust these matters fully, but the resulting waste should be reduced to the minimum. Studies in our public schools, as well as in our seminaries and universities, should be adapted, as far as practicable, to individual capacity. There is a growing tendency in our colleges and universities to extend their courses of learning, providing a greater variety of lines of study, to suit tastes and capacities; and there should be a similar tendency in our public schools.

THOMAS VICKERS.—I was prevented from hearing a large part of the admirable paper presented by the president of this Association by the noise of some of my neighbors, who persisted in talking all the time he was reading. The paper, so far as I heard it, was excellent, and I do not believe there is very much chance for discussion on that basis. We all know that waste in education arises from the sources that have been indicated, and for one I am very glad that the speaker did not attempt to go into details in courses of study, but indicated what he thought in general would be waste. All waste in school matters is of two kinds: it is either waste of time, or it is waste of power. Now, waste of time and waste of power are always relative and never absolute. What may be waste of time and power at one stage of the pupil's advancement, may be no waste at all, but a most useful employment of time and power, at another stage. These questions belong, as was indicated by the president, to the department usually headed Course of Study, and I thoroughly agree with him in regarding the course of study as a matter of growth. I may say in passing that there can be no one course of study that will be applicable to all places and all cases.

I think there is a good deal of useless talk about courses of study, about enlarging and enriching the grammar schools and other schools in their courses of study. I am not at all sure that the usual grammar school course can be very much enlarged, or very much enriched, except as its enrichment shall come through the character and the influence of the teacher himself. One thing I know, that any education which tends simply towards the increase of intellectual power, or the mere augmentation of knowledge, is an exceedingly imperfect education. If school training does not make a boy or girl more perfect in manhood or womanhood, it is not worth anything. I think we test our schools too much by mere intellectual acquisition, and some of you who know me, will perhaps be surprised at that statement. I certainly was at one period of my reflections upon this subject a little less inclined to give as much prominence as I now give to the purely human side of education. But the education that does not result in making a boy gentle, more kind, more courteous, less thoughtful of self, more thoughtful of others, more sympathetic, more helpful, more appreciative, more respectful, more obedient, more courageous in the maintenance of right, more high-minded than he was on entering school, is a failure, no matter how much intellectual knowledge he may have.

## WHAT SHALL BE TAUGHT BELOW THE HIGH SCHOOL?

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BY SUPT. E. S. COX, CHILLICOTHE, OHIO.

One hesitates to discuss anew any educational problem. If we are to judge from what is called educational literature, it should seem that we do our thinking on other subjects and reserve our commonplaces for education. All I shall hope to do on this occasion is to record such thought as is in the air, happy beyond expectation if I succeed at any time in getting into the bracing upper currents.

Public education in America seems just now to be having its trial in the higher courts of intelligence. Some ancient decisions have already been reversed, and perhaps the new thought of a new time will prove to us all that there is something nobler in education than precedent. For one, at least, I find nothing so stimulating as the few clear voices that are constantly inviting us onward to worthier methods and results. As I have observed somewhere else, to be not a hasty reformer, and yet to keep one's mind open to the freshest and best thought, is the mark of an open and high intellect. It is with some such ideal before my mind as this that I address you this morning.

In beginning any discussion, it is, perhaps, a wise economy of energy to clear one's pathway, and to that work I now address myself.

The public school, as we have it in America, is a school of averages. Its program of studies are adapted to what we are pleased to call average faculties; its ideal, if it have one, is to produce the highest possible average of intelligence. Its methods of discipline are largely military, and it considers uniformity of mental quality, if that uniformity happen to be a tolerably high one, a final good. Its administrations, as a rule, look to uniformity of attainment as an end, rather than to the production of rich and varied mental power.

Now, I venture the assertion that this is not the noblest possible ideal of even elementary instruction, neither is it the ideal towards which the best minds are now tending.

Mr. Buckle thought he had discovered the key to all civilizations in his famous doctrine of averages, but he and his depressing doctrine are likely to be forgotten together; at least, they no longer indicate the high-water mark of modern thinking.

The doctrine of averages in education has also, for the most part, had its day; it is essentially the doctrine of the common-place, fastened beforehand upon every young and aspiring intelligence in the land. Its inevitable tendency is to make a common-place people, devoid of great ideals and great types of intelligence and character.

Not the production of a uniform mental quality, but the guiding of each individual intelligence to the highest work of which it is capable, is the true ideal of a large and vigorous education.

Machiavelli, a clean writer and a sound and discriminating thinker, has stated in *The Prince* the doctrine of variety of endowment with his accustomed serviceable brevity: "In the capacities and parts of men, there are three sorts or degrees; one man understands of himself,

another understands what is explained, and a third understands neither of himself nor by any explanation. The first is excellent, the second commendable, and the third altogether unprofitable."

The wants of a fine intelligence are not the same as the wants of a mean intelligence; and by no system of leveling or grading can you make them the same. Not only this, but even among the best heads there is a variety of powers, demanding a variety in their method of treatment, if they are to have the largest possible intellectual outcome. The "*wing-footed*" and the "*leaden-souled*," those who understand of themselves, and those who understand neither of themselves nor by any explanation, do not make the best class-mates nor life-mates, and the attempt to force into them precisely the same kind and amount of knowledge, and to produce the same uniform intellectual results, must always end in failure; and this failure will be the more tragic in the case of the stronger and more capable souls.

I know that Machiavelli's classification, and all classifications based upon a recognition of the immense difference in the value of human heads, will prove offensive to the lovers and promoters of uniformity and mediocrity. It is a foregone conclusion that the Philistines of the profession will oppose all progressive measures, and from them and their kind nothing need be expected. The *profoundly humiliating thing would be their approval, not their opposition.*

Even from sources which are better worth regarding, one sometimes hears it objected that what some of us are pleased to call bright pupils do not, in fact, possess the largest and most forceful natures, nor are they capable, in the end, of proving their pre-eminence and mastery, even in the world of knowledge.

One must pardon something, I suppose, to the spirit of caviling, as Burke did to the spirit of liberty; but even such objectors will scarcely deny that there is some difference between strength of head and weakness of head, and that the strong heads can do, in school and out, what the weak heads are incapable of doing.

In offering, therefore, some comments on a program of studies for primary and grammar schools, I shall constantly have in mind the variety of powers to be found among children, and the duty of developing that variety by a wise education, instead of reducing it to a depressing and uninspiring sameness. I shall proceed on the assumption that uniformity is not good for individuals, and not desirable in the intellectual life of a people, even if, as is scarcely possible, it be uniformity in excellence. It is the prime wisdom, in the lower education, as in the higher, not precisely to leave capable boys and girls to find their own way to perfection, but to guide them to such upward-tending roads as their native powers fit them to travel.

Having thus gained a point of view, two things remain for us:

1. To glance in a somewhat swift and decisive way at what the schools are now accomplishing.
2. To point out what better and more liberal things they are capable of accomplishing.

Perhaps what most impresses one who looks somewhat searchingly into our schools is the great amount of work done compared with the net intellectual outcome. *One feels like inquiring whether it is possible to overwork children and at the same time under-educate them?* Is it knowledge that kills, or a lack of that inspiration that always goes with the getting of true and compensating knowledge as it goes with all noble and victorious labor? By a higher cultivation on the part of the teacher, and a broader intellectual outlook, may it not be possible to give children a larger amount of serviceable knowledge than at present, and still leave them intellectually freer? Such inquiries it will be the object of the remaining part of this paper to answer.

It is not necessary for me to tell a company of instructed school superintendents what our present curriculum is. It varies, of course, somewhat, in different towns and cities, there being somewhat more of intellectual freedom and promise in some places than in others; but these differences are not very mark-worthy, and we all know about what is expected to be accomplished in the first eight years of a pupil's life in an American public school. Spelling, reading, writing, drawing, arithmetic, grammar, geography, a little physiology, and a little history,—that is about the pasturage on which even our most aspiring young people must feed for eight years.

Many of these subjects, if effectively taught, could be known not only in less time than at present, but known in a larger and more fruitful way.

There is, for instance, the beautiful and stimulating subject of geography, for stimulating and beautiful it is, if rightly handled. At present, no subject is more beset with pedantries; we cleave to the "surplusage" of the subject and leave out of the account the things that an intelligent person, moving in an intelligent world, would most wish to know. "Find a man," says Carlyle, "whose words paint you a likeness, and you have found a man worth something." Find a teacher who aims to give her pupils a real likeness of any subject, cleaves to what is essential to that and rejects every thing else, and you have found a teacher whom boards of education should seek through all lands. The final grace of the teacher is, in fact, the ability to guide a good intellect without loss of time to the precise things it ought to know, and the person who can do that is qualified to teach geography. By properly conducted observation lessons; by the use of the best physical apparatus; by kindling and informing the minds of children with well-written books of travel; by relegating to reference books masses of unrememberable details; in short, by keeping to the things that are really significant in geography and lifting these out of the atmosphere of routine and commonplace, the subject may not only be sufficiently well mastered in much less time than is now given to it, but it may be made one of the strongest and most valuable parts of our entire school course. By following some such plan as I have only had space to hint at, geography may, I think, wisely be laid aside at the end of the sixth year of school-life, to be taken up again, if at all, in a larger way in connection with the study of history.

In like manner, those parts of arithmetic which are either serviceable in business life, or serviceable to those who are going forward to the higher learning, may certainly be learned in seven years. A good, precise, workmanlike knowledge of the fundamental rules, fractions and percentage, is perhaps all that is needed by either class. It is certainly all that is necessary for business, where skill in addition is the most valuable equipment, but if an acquaintance with other parts of the subject seem of value to persons of broader intellectual aims, such an acquaintance can best be had after the study of algebra and geometry.

The formal study of English grammar need not, perhaps, occupy more than one or two years below the high school. I am not here to make any argument against the usefulness of grammar, when intelligently taught, but I certainly do protest against the time wasted on that subject, as one observes it handled in most American school-rooms. The object most commonly had in view seems to be the acquiring of skill in parsing and analysis. Now the analysis and parsing are proper enough so long as they demand the exercise of real intelligence, but what good intellectual thing comes of pupils repeating, for the thousandth time, parsing formulas into which they put neither life nor thought? When witnessing children going through an exercise of this kind, one is reminded of those persons whom Dante saw in Purgatory, growing hungry using their teeth on emptiness.

In the discussion so far, I have not had in mind the study of higher English, for that study is left for high-school and college, or rather for the colleges alone, for, as far as I know, it is not seriously pursued in any of the high-schools of America. Neither have I had in mind the practical command of English, which is, in the main, a different matter from grammar. Even here, however, I am disposed to think that we give too much time to what we have come to call, rather clumsily, language lessons. These lessons have doubtless been of much value, especially in teaching the formalities of speech, but, as a separate exercise, they not fill any considerable part of a well occupied school-life, for it must not be forgotten that good English is learned, if learned at all, chiefly from the lips that use it and the pages it has made great.

The time at command does not permit me to discuss further our present curriculum, but, before leaving this part of the subject, I wish, somewhat in the fashion of Mr. Huxley, to propose two tests for any study or school exercise:

1. Does it, like adding in arithmetic, for instance, lead to the acquiring of any skill or dexterity that will be of service in after life?
2. Does it improve the logical faculty, or in any way clear and enlarge the intelligence?

If it accomplishes neither of these objects, or does not accomplish them so well as other subjects, then it may wisely be thrown aside as either absolutely or comparatively worthless. By the rigid application of these tests, I feel sure that clear-headed school administrators will be able to dispense with much of our present work, and thus gain time for studies that lead to something.

Keeping in mind the point of view from which we started, we are ready now, I trust, for a few clear and compact statements:

1. For those under-endowed, and, in the main, unprofitable minds, constituting Machiavelli's third class, I would propose what was once called, in an admirable paper read before this Association, a half-grade course. If such minds learn a little of reading, writing and arithmetic, they have perhaps learned about all that nature qualified them for learning. If they show glimmerings of more intelligence than had been expected, their minds may perhaps be opened upon the side of nature by a little natural history, and on the side of thought by a few well-written books.

2. For Machiavelli's second class, namely, those who have not a first-rate capacity for knowledge, but who do, nevertheless, understand what is explained to them, I would propose something like our present curriculum. This curriculum, if intelligently taught and the limitations already pointed out intelligently observed, will no doubt give to such minds a fair and reasonable equipment for life. Here, however, I would, with more confidence than in the case of the class last mentioned, recommend intelligent reading, not reading, of course, as a mere school exercise, but the reading of books, and *such* books as will lift even the most prosaic, for a time, out of their common-place, and make them feel that they, too, march in the company of the open-eyed thinkers of the world.

3. I come finally to make a plea for those larger and more forcible natures to whom knowledge comes as a sort of birthright. This is the class of persons to whom the world will always look for its true intellectual work, and it is of the utmost importance that they be put on their road without hindrance, and that, from the first, they exercise their faculties on those subjects that will best further their career. It was intellects of this order, no doubt, that the gentlemen composing the New England College Association had in mind when they arranged the well-known program of studies to be added to our present curriculum, a program which was afterward illustrated and enforced by a brilliant and persuasive paper from the hand of President Eliot. In this program, as is well known, are the subjects of natural history, taught, of course, with the objects at hand, elementary physics, taught by experimentation, elementary algebra and geometry, and the choice of French, German or Latin. All this may seem like putting rather a heavy weight upon the faculties of over-worked and under-prepared teachers. Possibly, for the present, the program may be wisely reduced. and, if such a reduction be made, I would suggest the retaining of natural history, elementary geometry, with mechanical drawing, and French or German.

Natural history has been tried in some of our best schools, and without much success, but the failure is chiefly due to the fact that our instructors were not prepared to teach it in any practical or interesting fashion. Let the subject be adequately taught, that is, taught by means of objects and demonstration in all high-schools and normal schools, and other places where teachers are supposed to be prepared, and the difficulty will, in a few years, disappear.

If a choice must be made, I recommend elementary geometry in preference to algebra, because it more invigorates and expands the thinking faculties, and is at once a better equipment and a better point of vantage from which to start to something else.

In behalf of pupils of high intellectual aims, I wish to make a special plea for French and German. For placing these languages early in our school course, there are these important reasons:

1. They are of the highest service, if only as instrumental studies, that is, studies, by means of which the pupil can, by and by, get at the best thought and science of his time.
2. The ablest psychologists, as well as the most accomplished language-masters, agree that the best and most economic time to begin the study of a living language is when one is young, that is, from one's tenth to one's fifteenth year.
3. Finally, persons of noble intellectual aims do not wish to be pottering with inflections when they should be giving their best powers to the philosophy and literature and science that lie back of inflections.

I know it is sometimes said in reply to such suggestions as I have been making that the sole office of the public school is to prepare young people for performing, with reasonable intelligence, the common duties of life. Now, one must be precise in one's logic, and fearlessly accept all conclusions to which it leads, and if the above view of matters is to be accepted as final, then we must be prepared also to accept this other view, namely, that public education, as it exists in America, is not friendly to the highest culture, and that the best heads, if they would not lose valuable time, must go elsewhere for their training. It is for the school-administrators of the country to say whether or not they shall thus treat those who are to do the most serious intellectual work of their generation. Mediocrity may be the ascendant power in the world, as John Mill thought it was, but there is no good reason why we should arrange all of our educational work in the special interest of unoriginal minds.

It is also asserted that such changes in our school programs, as have been here advocated, can not be carried into effect without a change in teachers, including a change in superintendents. It is not pleasant, certainly, to reform oneself out of existence; but,

"The old order changeth giving place to new," and whenever the times demand better workmen and administrators of broader spirit than me, I, for one, shall welcome them.

Meantime there are evidences that our intellectual bonds are loosening, and the dawn of a freer day in education seems not far distant. The ablest men are beginning to perceive—and the thought has even worked as low down as the psychologists\*—that our graded system of instruction has been too closely graded, and that it lacks that breadth of spirit without which no education can be great. Promotions in the

\*I beg the pardon of the psychologists. Reference is not here made to men of broad and commanding abilities, such as Professor James or Professor Royce, for instance, but to that pestiferous class of persons who persist in all the journals and on all platforms in putting extremely unphilosophic thinking in unphilosophic terms.

future will be made in somewhat different fashion from those of the past; the rights of each individual intelligence will be more respected; our courses of studies will be more flexible and the machine less potent; in short, in dealing with large numbers of pupils, variety, and not uniformity, will be recognized as the true law of intellectual life, the path of promise to the land of promise.

Such plans as I have now been rapidly sketching will, doubtless, be opposed by many, but I shall confidently expect for them the furtherance of every open and advancing spirit.

#### DISCUSSION.

J. W. MACKINNON:—There are various views of this subject which we may take. The subject presupposes a necessity for the high school, and when we talk about the subjects necessary to be taught below the high school, we look at the matter then from the standpoint of proper preparation for high school work. We are also to look at it in the light of the fact that many pupils leave school without ever entering the high school. But I believe the high school is to be considered a much more important factor in the years to come. The influence of the high school, the power it exerts upon the young people of our State, gives that department a prominence, and a standing which must be recognized, and the recent legislation magnifies that importance in a very marked degree. The Roxwell law does more for the high school than anything else we have had. It consists of only a few lines, but it reads more between the lines than any other law on our statute books, and it will make a more profound impression upon our school system than anything we have had in this State.

I am not one of those who believe we want anything more in our courses of study. I do not believe in algebra, geometry, German, French, Latin or Greek, below the high school, but I do believe in better teaching than we have now. Too much of the time of our pupils is taken up with recitations. We would serve a much better purpose for them by developing in them a higher mental activity, and teaching them more of self-help. The great thing we want to look after in our work below the high school is better preparation, better thinking, better work on the part of the pupils. The one great cry that goes up from the high schools all over the country is that the pupils come to them poorly prepared. That is the great hindrance of rapid and intelligent progress. Pupils enter with but little knowledge of English especially, and what was said by the previous speakers on literature as an English study, I was very much pleased with. I believe that is the direction we must take. My own experience is that a great majority of the pupils that drop out of the high school do so because they are not able to keep up the work, and that inability arises because of lack of preparation somewhere else. Too much work is taken, and it cannot be well done.

The great necessity is better preparation in the teacher and the pupil; fewer studies and better work done in those studies. We make a mistake when we measure a study by the time it takes. That is not the proper standard. Not so much what is done as how it is done is the proper standard, and when we bring the matter home in that respect I



think we shall have accomplished very much for ourselves and our schools.

H. N. MERTZ:—I should like to know how the reader of the paper proposes to accommodate the work of the public schools to those three classes into which he divides the pupils, when he comes to the practical application of it. It does well enough to point out these three classes in which children may be divided, but how are we to determine into which class we shall put each?

Mr. Cox:—I had in mind that question, but the limitation of time did not permit me to discuss it. There are different ways of classification and methods of promotion. The superintendent of the Brooklyn schools, in a valuable and suggestive paper, points out one method. Massachusetts has another method, but I had no time to discuss them.

Mr. MERTZ:—I would still like to know how it is to be done. I would like to know how the children who have the lowest capacity are to be promoted on one basis and others on another basis. We must either have a vastly increased number of classes or a lesser number of pupils, and I doubt very much whether we can find any way in which it can be carried into effect. The only way in which these reforms can be brought about—and I do not know as they are desirable—is to increase greatly not only the quality of the teaching force but the quantity. A distinguished educator has said the largest number that can be handled in the laboratory method is not twenty but twelve, twelve pupils to the teacher. Give us a teacher well qualified and well equipped for every twelve pupils, and I grant you that it can be carried out; but we all know that is utterly beyond our reach in the public schools, and I may say almost any other kind of schools except those very richly endowed.

I believe that too much time is given to arithmetic, notwithstanding the fact that we are told the high school pupils entering are not prepared for the work. You all know that what the high schools have said in regard to the primary schools, the colleges have said in regard to the high schools.

Did any of you ever see a teacher in any grade receiving pupils from the teachers below, that conceded that those pupils knew anything? That is not simply at the threshold of the high school, but it is everywhere.

I believe that the work in arithmetic can be cut down greatly. Our journals of education and other papers have given Dr. Eliot great credit for saying wise things. But some of you older members of this Association may remember that fifteen or eighteen years ago Dr. I. W. Andrews made the statement at a meeting of this Association that two or three times as much time was given to arithmetic as the subject demanded. He was just as emphatic as Dr. Eliot, in regard to that, and I want to say that he converted me then and there. I believe Dr. Andrews was right. And I believe there are some other changes that can be made; not only arithmetic but some other things can be cut down greatly.

Reduce the time given to arithmetic and perhaps geography, and give more attention to the study of nature. This has been said over and

over again. We are told that they tried it in Boston and failed. Why? They supposed all that was necessary was to put it in the course of study and it would go! Why didn't they do that when they put drawing in? Why did they send over to England for Walter Smith to show us how to teach drawing? Because they believed in drawing and tried to have somebody at the head of it that knew how to teach it. And so with music. They believe in physical culture in Columbus and some other places, and they get a special teacher of physical culture. We say we believe in more of nature study, botany, zoology, etc. We do not half believe in it. I believe the right way is to get in earnest with a thing. If we get in earnest, if we really believe these things would be for the benefit of the children and get the people to believe in them as we get them to believe in physical culture, in music and in drawing, then we shall succeed.

C. W. BUTLER:—My views upon what should be taught below the high school are probably a little bit old fashioned, but experience has brought them to me. I am a firm believer in the three R's. I have made very careful observation, and I find that not twenty percent of our pupils enter the high school. Now, here are eighty percent of the pupils who never receive any of the higher education which is given in the high school. Now, we are brought face to face with this question: What kind of an education can we give these boys and girls, in the few years they are with us, that will be of the most practical benefit to them, as they go into shops and stores and various callings? They go out as bread winners and we cannot make anything else out of them. We may talk about adding or substituting studies, etc., but the question that comes is, what will be of most practical benefit to them in winning their bread from day to day? I believe in giving them an education that will be just as practical in the business affairs of life as possible. I believe that they should be good readers. I want them to be good spellers. I want them to write a good fair hand, and I want them thorough in arithmetic. You may talk about the mental culture of Latin and Greek and French and German in the lower schools, but the best study we have for mental training is arithmetic, if it be properly taught. I want them well grounded in the principles of arithmetic. And one thing still further, and that is outside of the three R's, I want them to be thoroughly drilled in language so that they can express their thoughts on paper. I do not care so much about them committing a long list of definitions found in text books, but I want them to have every day drill in language, in actual composition work. If they have these things, if they are good readers, good writers, good spellers, good in arithmetic, and have a good knowledge of language, so that they can express themselves well, they are prepared for business life.

And are they not also prepared for the high school then? I know that many pupils entering the high school are not as thoroughly prepared as they should be. What is the reason? We are trying to do too much. New studies are added year after year, and we have more to do in the primary and grammar schools now than we have time for. There is not a primary or grammar school teacher present but knows her time

is limited in some of the most important studies, on account of other studies that are not so important.

I would like to see in every school in the State of Ohio—country, city, or village school—a good public library, so that in the few years that these boys and girls are with us, we can shape their course of reading. And this can be done. A library can be built up in most of the schools by a little sacrifice and effort on the part of teachers and superintendents, and books can be placed in the hands of pupils which will do much to shape their line of reading. With these things furnished, our pupils will be well prepared for the active duties of life.

Well, what about the subjects of temperance and physiology? I would teach them, but I do not believe in taking time for a daily recitation in these studies, when there are other studies more important. When a teacher is full of the subject she will teach it constantly in every recitation, and there are coming up dozens of instances every day where she can make the application then and there, and it is worth ten times more than a recitation. Now, to review, I believe in reference to what shall be taught below the high school, in throwing out many things now taught that have little bearing on actual business life, and I would have more attention given to the common branches, and I would have the pupils' course of reading shaped, if possible, and when they go out of school they will go well prepared for the actual duties of life, and if they remain they will be well prepared for the high school work.

J. P. CUMMINS:—The teachers in our high schools seem to have found that the pupils coming from the grammar and intermediate schools are not prepared for their work, and the teachers in the intermediate schools have discovered that those who come up from the primary schools are not prepared for their work. I suspect, however, that the teachers in all these departments are doing about as good work as they can, when we take into consideration the material and the opportunities that they have to work with. I do not believe that the great body of teachers in the State of Ohio are neglecting their work. I believe they are putting forth their best efforts to do what they can, and the best they can, for the pupils that come before them. Nor can I subscribe to that growing sentiment that the preparation which best prepares a boy for a university course best prepares him for the great business of life. When our common schools fall into the idea that we are simply preparing all our pupils for a higher course of education, it will be a sad day for the common school system of our State, and for the great army of pupils that can never enter the high school.

I am impressed that we are spending a very great amount of time on arithmetic, grammar and geography that we might very well do without. I cannot conceive how the study of stocks and bonds, bank discount, partial payments, true discount, etc., prepares a boy especially either for the work of the high school or for the great business world upon which he must enter. It is not very long since a board of directors, men that handled more than a quarter of a million dollars in their business annually, were asked to compute the bank discount on a note that was presented. Twelve of these business men acknowledged that they

could not with any degree of accuracy compute that bank discount, and but three men, one a school master, one a cashier of a bank, and another a teller in a bank, were able to compute that bank discount accurately. Yet all of these men had studied the subject in school, but they had not been called upon to compute bank discount, or so seldom that their knowledge was of little use to them.

I have not been able to find what great advantage there is in the study of technical grammar, to the extent that we teach it in the last grade in our grammar schools. You will certainly all agree with me that in the practical walks of life this last year of grammar is of little importance.

Again in geography, I cannot understand why it is necessary to commit to memory long lists of products and exports and imports of different countries, only to be forgotten in one or two years. Our examiners have observed this in the young men and young women who come from the high schools and universities to be examined. They forget very much of the geography, very much of the technical grammar, and very much of the arithmetic they learned in the lower grades.

I believe, Mr. President, that we are entering upon a new era of education in this part of our country, and perhaps throughout our entire country. The teachers have broader ideas of education. They desire, at least, to teach great things in a great way, as Dr. Hancock used to say.

Now, when we have cut out nearly all the last year's work in arithmetic, in technical grammar, and in geography, we have some room for other, and, it appears to me, very much more useful branches of study. I think we might well introduce in that year something of Latin. I suspect this will frighten a good many teachers, but it appears to me that the last year might well be spent in the study of Latin. I suspect that if I were to ask teachers here—those teachers who spend one year or more in the study of Latin—I would find a large majority of them saying their knowledge of technical grammar was derived from the study of Latin, and not from the study of English grammar in the intermediate schools. We might also substitute something of physical geography, and that certainly is a matter which can be introduced in such a way as to excite much more interest and call for much more application than the geography now usually taught at that period.

I believe in the introduction of nature studies below the high school, providing we understand by that natural studies, and not the teaching of natural history in a scientific way. We can cultivate the powers of observation through nature better than we can in other way, and it gives us a great advantage at that particular time of life. Algebra can also be taught in the intermediate schools. If the pupil has mastered both decimal and common fractions, and possibly percentage, he is certainly entitled to enter upon the study of algebra. Very much of our so-called mental arithmetic is simply algebra. In conclusion, I believe we can well introduce nature studies; we may do something with elementary geometry and algebra; we can introduce physical geography.

and something of Latin, to the great advantage of the intermediate departments.

SEBASTIAN THOMAS:—I have never thoroughly studied Buckle, as to what he thinks of this averaging and leveling. I believe our schools have an averaging and a leveling which is pretty nearly right, but it is an upward leveling and an upward averaging. Ladies and gentlemen, if Dr. Eliot's sentiments had been carried out when I was a boy in school, I would never stand before you to-day. I was anything but bright. I was awkward and green and never could understand things until I got to the age of a man. A good many of us ought to go back to school again. I believe it would be well if we could walk back and enter into the primary school and become the pupils of an earnest teacher. I do not joke, I am in earnest, as this is a subject which I think ought to be earnestly considered.

In the first place, I think that some changes ought to be made. It is by making changes that we make progress. As the mind grows and increases, things certainly must look different. The mind is not cast into a mold and set there. The trouble with most of our teaching is that children do not understand the peculiar terms we use. Do you know that a child studying fractions in the German language will understand the subject much more readily than in English? Why? Because we do not use simple Anglo Saxon terms in the teaching of fractions. It is all Latin or something that came from the French of Charlemagne. It is very well for men like Eliot to say great things. He said some of them out in Utah.

Let us not be discouraged. Let us make improvements. Let us cut off things that are useless, and throw in here and there the teaching of God and nature, and it will lift our pupils up. I never in my life studied astronomy from a book, but I learned a very great deal of astronomy from a single teacher in a few hours. He took me out and showed me where the north star is, and how it could be discovered any time, and I took the north star as my central point, and I got at astronomy pretty well. Now, why can't we do that with the children? We can tell them something about flowers, but if we talk to them about cotyledons they will be afraid of the rose before we get through.

## TOWNSHIP ORGANIZATION AND SUPERVISION.



BY HARVEY E. SMITH, MARIETTA, OHIO.

Five hundred thousand of our boys and girls are attending the sub-district, or country schools. How to give them equal opportunities with the boys and girls of our graded schools is a question that has been discussed for the last twenty years.

The State has been the great court room, the progressive teachers the advocates, the people the jury, and the first sentence of the decision is announced. We cannot be mistaken in the meaning of recent legislation. The question is answered, and the time is near at hand when every boy and girl in the country will have an opportunity for an education surpassed by no state in our Union.

Men worked long and hard for changes that, in their opinion, would better the educational advantages of thousands, yet years passed by with nothing to repay them for their efforts; but it was not all in vain, for following closely upon the defeat of the Albaugh bill, came the passage of the Workman bill, which in my humble opinion will be more far-reaching than any educational bill passed by our Legislature since 1853. But we cannot rest now; influences are already at work to undo that which was gained last winter, and it will require the unceasing effort of every friend of advanced thought to hold what we gained.

But what is it that we have gained in the Workman bill which bids us rejoice here to-day? In place of the double-headed system of township board and local directors, we are to have a board of education consisting of one member from each district, and these members are to constitute the board of education of the township, which board is to have entire control of the schools of the township.

But this is not the great gain. When these boards undertake to manage the ten or fifteen schools of the townships, they soon will find that they have a greater work than they ever had considered. They will find that under the present arrangement they will not be able to determine the kind of work done in the various schools; they will find it difficult to determine just what to do in selecting and locating teachers; they will begin to look at our municipalities to see how affairs are managed there with such great success; and finally it will be made clear that without a township superintendent they will never be able to do the work in the country schools that will place them upon an equal basis with the schools in our larger towns and cities.

Some may say that a county superintendent would be able to meet the demands, but if you will look at a county of Ohio, with its two hundred schools, scattered over an area of four hundred square miles, and the schools in session not more than one hundred and sixty days in the year, and at a time when the roads are at their worst, one readily sees that a county superintendent would not be able to do for the schools that which the present time demands. His work would be simply clerical; he could not become personally acquainted with his teachers, and especially with his pupils. It is true that superintendents in our cities have charge of a greater number of teachers and pupils than we have in a county; yet they have their principals, whose duty it is to superintend the work of their respective districts, and it is through them that they expect to become closely connected with the pupils. But under the present conditions, there is no one in the country to take the place of the ward principals, and we are afraid the results of county supervision would be even less than in one of our neighboring states, where the teachers themselves scarcely know that they have a county superintendent.

But more than this, the township is the unit about which to work. Those states which had township organization and town meetings were the very states which took the lead in organization against their mother country, when the time for decisive action was at hand. In them have we seen more rapid advancement in the way of higher civilization than

in the states which took either the county or the parish for the unit.

No, the boards of education that will meet after the first of April, 1893, will soon see that a county superintendent will not be able to give them the information necessary for the successful management of the township schools, and they will also see that a township superintendent who is active in the discharge of his duties will not only be able to give the board the information necessary for the successful management of the schools, but he will be able to direct, control and influence the school work of the township more than any other person connected with the schools. This is what we see in the Workman bill. It is township supervision so clearly in sight that makes it a season of rejoicing. We shall all look back to April 1, 1893, as the beginning of very marked advancement in the common schools of Ohio.

One may ask, By what authority may we establish township supervision? Section 4017 of the revised statutes reads as follows: "The Board of Education of each district shall have the management and control of the public schools of the district, with full power to appoint a superintendent and assistant superintendent," etc. Thus it is seen that all needful legislation is given us; and in fact more than fifty of the townships of our State have already adopted township supervision.

The first establishment of the system, of which I am able to find any record, was in Beaver Creek township, Greene county, Ohio, on the first day of June, 1833; and as the reasons for the action are given in such clear terms, I repeat them here. They are as follows:

"In the first place, we have long been cognizant of the fact that our schools, as heretofore conducted, failed in many important points. They did not secure anything like a full attendance of all children of school age; they gave to the pupil no definite purpose or aim in his work; there was no report from the teacher, either as to the amount or kind of work done;—in short, from the lack of a definite plan and general direction of the work, the schools have failed to give either that information or useful discipline which one would reasonably expect and which all should desire.

"In the second place, we claim that each district is entitled to the same common school advantages, and that all schools should be on the same plane of excellence. The facts have been far otherwise. In less favored localities, the work has been grossly neglected. Children have been kept at home with no reasonable excuse; many have been provided with few or no text books; studies were selected according to the taste of the pupils or the whim of the parents, without regard to educational value; classes were formed promiscuously and pupils were suffered to wander on with no end in view; others were turned back to go over again what they had already studied a half dozen years; higher branches, so called, were crowded in, to the detriment of the primary and fundamental work; text books were bought to suit individuals and not in accordance with the system as required by law and authorized by the board.

"If in one school there was a commendable system and a definite plan, in the neighboring school there was likely no system, and the school would be conducted in a slipshod manner. The district with a large enumeration and entitled to the largest share of the school funds, and with its proportional share paid out, had perhaps the poorest showing in the results accomplished. In scarcely any of the thirteen schools did the results bear a proper ratio to the amount of money expended.

"These and other facts, not new to the present Board of Education

of Beaver Creek township, but which have long existed and have been deplored, determined the Board in its action in securing a superintendent of the schools of our township."

Now, the reasons set forth above are the very reasons why every township in the State of Ohio should have a township superintendent, whose duty it should be to organize, grade and make promotions in the schools, and with the board make the boundaries of districts, select teachers, adopt text-books, have all the schools in session an equal time, make reports to parents on the progress of their pupils, and with the assistance of the truant officer see that each pupil is in his place, and if he is kept away for lack of books or clothes see that he is properly provided.

But this is not all a superintendent would be able to do. When he becomes intimately acquainted with his schools, he will probably find in each school of the township from three to eight pupils who are ready for higher work, and who demand more time than the local teacher will be able to give them and still do justice to the primary pupils. These forty or fifty pupils of the township demand better educational advantages and they should have them some way. It will cost more money to send five of them to the county seat and pay their board and tuition for a year than would be required to support a township high school at the center of the township, which would accommodate the entire number. The township superintendents will make all this clear to the new boards, and more township high school buildings will be erected in the next five years than any other kind of school buildings. This is something of what we see in the Workman law.

But some will ask, By what authority are we to establish a township high school? Section 4009, Revised Statutes of Ohio, reads as follows:

"Any board of education may establish one or more schools of a higher grade than the primary schools whenever it deems the establishment of such school or schools proper or necessary for the convenience or progress of the pupils attending the same, or for the conduct and welfare of the educational interests of the district, and such school or schools whenever so established shall not be discontinued under three years, except by a vote of three-fourths of the members of the board of education of each township."

Thus we see that we have all needful legislation for a township board of education, for a township superintendent, and a township high school.

And more than this, the results of township superintendency and the township high schools are not in theory only, but a number of townships have already tried this plan and their work has been successful. Let us look for a moment at one of the townships of our State, and see if there is anything there that would encourage other townships to adopt the system.

In the summer of 1888, the Board of Education of Marietta township, Washington county, not being satisfied with the work of the sub-district schools, and desiring a high school for their children which they could attend and be at home, established township supervision, and built a township high school building. The superintendent at once went to work to prepare a course of study and classify the schools. The sub-



district schools were divided into seven grades and the high school into three. Nearly all the first year was taken in arranging the work of the high school and getting that into good running order. The next year the grading was fully extended to the sub-districts; but it took about three years to get the system thoroughly established. No one should think that it is a work that can be done in a month. And I would like to emphasize here that in order to have the system a complete success, the high school is as important as the grading of the other schools. The high school is used as an objective point toward which the pupils in the sub-districts may work, serving as a great stimulant for good work in the lower grades.

It is not so easy for the superintendent to visit the various schools in the township as it is for the superintendent in the city, yet with his visits and a proper use of reports he is able to keep well posted on all the work done. In Marietta township, each teacher is required to make two reports at the close of each month. The first is a general report of the school, giving the number enrolled, number in daily attendance, number of tardy marks, etc., etc. The second report is of the seventh year pupils only, or the pupils who will ask for admission to the high school at the close of the year. Two individual reports are made, one being sent to the parent and the other to the superintendent. Thus the parent is informed of his child's work, and the superintendent has a monthly record, for the year, of each pupil who may ask for admission into the high school; and as each pupil knows that his monthly record will have more to do in securing his admission into the high school than anything else, it serves as a great means of securing uniformly good work throughout the year; and by this example of diligence in the seventh grade, better results are secured in the lower grades.

Teachers' meetings are held each month, and the results obtained by these meetings justify me in saying that it is part of the system of no small importance. Here, arrangements are made which aid in the successful management of the schools; here the teachers may both give and receive help, and will leave the meetings with an inspiration to do better work.

Now, as Marietta township has been working under this system for about four years, let us see if it has done for it what prominent educators have said it would do. One, prominent in the schools of Ohio, said when urging a change in our school law, that it would concentrate responsibility, that it would tend to unify courses of study; that under the new system the adjustment of the number of schools to the wants of the school population would become more easy and uniform; that it would create in the public mind a sharper distinction between good and poor teaching; but above all, it would promote economy in the management of the schools, in the true sense of economy—getting the most for every dollar expended.

In the first place, it was said that it would concentrate responsibility. The board elects a superintendent and gives him power to grade and classify the pupils of the township,—in fact, they give him all the power ever given to a superintendent anywhere, over both teachers and pupils, and surely this a concentration of power.

In the second place, it was said that it would tend to unify courses of study. In place of the ten or twelve grades in the sub-district schools of Marietta township four years ago, to-day they have seven, and the number of daily recitations is correspondingly decreased.

Again, it was thought that the adjustment of the number of schools to the wants of the school population would become more easy and uniform. This was one of the first results to show itself in Marietta township. In less than two years they were able to rearrange the boundaries of the districts so as to do away with two schools entirely, and transfer some of the pupils to the city, so as to reduce the expenses at least five hundred dollars per year.

The prediction that it would create in the public mind a sharper distinction between good and poor teaching has been fully verified, for never have I seen communities take more interest in their schools than those which have township supervision. In the first year or two of the high school, there was scarcely a day without visits from some of the parents or friends, and although there are not so many now, yet the interest is just as great in the work of both the high school and the district schools; and where formerly they employed teachers for two or three months, now none are employed for less than a year of eight months; and when a teacher has taught a good school it is the desire to retain him another year, even at an increased salary.

The high school and the eight district schools are all in session eight months, and all expenses are met by a levy of five mills. This levy could be lessened, as it brings in more money than is required to meet all current expenses. If any one asks whether the high school is now popular, I would answer by saying that at the last meeting of the board it was unanimously decided to erect a new high school building, with two study and recitation rooms and a library room, all arranged with folding doors so that the entire building may be thrown together at the time of public exercises.

Although there was some opposition at first to the new system, now there is little, if any, and some of the very men who opposed the system four years ago are the most active now in securing the new high school building. All realize that there has been a change in the educational condition of the township, and good results have been obtained not only in the high school, but the work done in the sub-districts has been more satisfactory than that done in previous years. Members of the board have expressed their desire to aid other townships in securing what they think is the best system for the township schools.

In this paper, I have tried to show the desire of the people for better results in the sub-district schools; how we are looking toward township supervision for these results; how township supervision may be secured, and some of the practical results of the system. Some changes are yet desirable. The word *may* in the law should be changed to *must*, so that the law would read, each township *must* have a superintendent, etc. And then there should be some one in connection with the School Commissioner's office who could give his entire time to the country schools—one who could go right into the townships when the work is

to be done, and assist the boards in establishing township supervision and starting the high school: for in so many cases, in the last year, has the whole movement failed simply because there was no one in the township to take the lead and keep the matter before the people. When every township in the State of Ohio comes under this system, then will our country schools take rank among the best in the land.

## DISCUSSION.

W. W. DONHAM:—This subject has been discussed in all of its phases. It is familiar to us. I believe that every one who has any pride in the work of education in our State is proud of the legislation we have secured during the past year; and every one expects large things from it. But I cannot say that we have nothing to fear. Since the passage of this law, I have taken upon myself, at every opportunity, to inquire of teachers and patrons what they thought of the subject. I find that among many there is a disposition to fear this law. The patrons complain that the control is taken out of the hands of the local board, and that the township board cannot secure the best teachers. This matter must be made plain to the people of the State, or there will be opposition. There is opposition now, and to overcome it the people must understand the law and how it is to work.

Teachers say that it interferes with the security of their places. They say, moreover, that if the matter is put in the hands of one board, the experienced teacher will be put on a level with the inexperienced teacher. He will receive the same salary, and will be looked upon as no better than the teacher who has had no experience whatever. How can this opposition be overcome? It has been suggested that this matter be carried into our county institutes. I think it must be carried farther. Every educator in the State must take hold of the matter. He must appoint himself a committee of one to carry information into his own vicinity and to advocate the enforcement of the law.

## WHAT CONSTITUTES SATISFACTORY NORMAL TRAINING AND HOW CAN IT BE SECURED?

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BY MRS. CARRIE N. LATHROP, CINCINNATI NORMAL SCHOOL.

It has seemed best to limit this discussion to the particular points on which my testimony can be of value—the testimony of my experience gained as yours has been, my fellow-teachers, by painstaking effort, patient endeavor, and study. In adopting the colloquial style, I have followed the plan of Plato, Xenophon, Cicero and others of modern times, believing that humble foot-steps may be permitted to tread where the foot of the mightiest has trodden.

Let us suppose the questions to be propounded by a number of committeemen of a thriving city, seeking after the truth and anxious to walk in it; that is, they propose to establish a Normal School.

*Committee.*—In examining this matter we find that in some cities they have their high school graduates study the science and methods of teaching and allow them to do such teaching as they may with the members of their own class. In other cities they send their high school

graduates at once into the schools and let them teach under supervision. Which is the better plan?

*Answer.*—Practical experience and results have proven that those methods of training teachers have been most successful which clearly recognize that teaching is both a science and an art. So that those cities which provide for the instruction of teachers in the principles of education, and give them opportunity to discuss and work out methods, without allowing them to come in contact with classes of children, are but poorly equipping their teachers; while on the other hand, those who thrust inexperienced girls, high school or university graduates, to teach among classes of children, even if under supervision, are doing but half their duty to the students, and injury to both students and children. Each in itself is good. As well might we debate which is the more important, the right or the left leg. A perfect man has both; losing either, he is crippled.

"The highest art of every kind is based upon science. Without science there can be neither perfect production nor full appreciation." Establish your Normal School on a firm basis. Let it consist of two departments in the same building, a department of instruction and a department of practice. The terms used to designate the two departments of a Normal School are oftentimes misleading, viz; department of theory and department of practice. The first is a misnomer; it should be termed department of instruction. The work done in the one is as truly practical as that done in the other, and is well-deserving of the term instruction; for it has as its immediate end, knowledge—knowledge of the highest of arts.

*Committee.*—Should the number admitted to the Normal School be limited?

*Answer.*—No. High school graduates may be admitted on their diplomas, and others upon the results of a thorough examination. Allow as many to enter as choose, but keep them strictly to a high standard throughout their course in the school, and allow those only to graduate who have fulfilled the requirements of the school. After their graduation, substituting in the schools will complete the test of their efficiency. Select the best of these to appoint permanently in the city schools. If the others go out into adjacent schools, the city has provided itself with what is an absolute necessity, trained teachers; and if other smaller towns are benefited, let it be so. Then, too, these well trained graduates who go outside of the city, add to the reputation of the school, and others, who will pay tuition, may enter for the purpose of receiving the training. The pupils who pay tuition lessen the expense of the school.

Protect the graduates by giving them, and the best of them, the preference in appointments, and they will thus receive the reward of their continued application and feel justified for the time and care they have spent in their preparation.

*Committee.*—Will not this exclude the employment of outside talent?

*Answer.*—Regarded from one stand-point, to follow such a course might be deemed narrow-minded. But the power to bring in teachers

from abroad and appoint them, is a two-edged sword in the hands of a legislative body. Could there be a one-man power—a man appointed for his competency, supported in doing his duty, and held *personally responsible* for every official act, the point might be considered.

In one of our largest cities some few years since, an appointment was urged most strongly upon a board of education. Politicians from different parts of the State went to press the claims of this "outside talent," an ignorant, untrained young girl.

*Committee.*—Is a course of two years too long?

*Answer.*—Two years are not too much, *provided* those two years are divided, between instruction in methods of teaching and the knowledge necessary thereunto, and practice in actual teaching of children—the two combined and going hand in hand. Proper facilities and the best opportunity for both of these must be given the school. The best of instructors, and a sufficient number of them, and suitable accommodations and appliances should be provided. If these circumstances exist, then a board has a right to say, "Here you may be properly trained and here you must stay until your training is complete."

Undue haste is to be avoided; the tendency of every thing in our modern time is to be hasty, and as a result, superficial. It is notable in the professions. We find lawyers who are not ministers of justice, but who misconstrue and oftentimes evade the law; clergymen, who know nothing of Hebrew or Greek; physicians who know enough to make themselves dangerous. Time is a requisite to perfection; hence, time must be given to the training for teaching.

*Committee.*—What is to be said of the number of teachers that should be employed in the Normal School?

*Answer.*—In all the broader fields the work of specialists is increasingly regarded as essential. Yet a teacher of methods teaches methods in the greatest variety of subjects. And be it remembered that this teacher of methods must not only have mastered the subjects themselves, but must have discovered and applied the best methods of presenting them to others to teach. Far more than scholarship is demanded of such a teacher.

But too often the demands are excessive, and we find all of the instruction in one department given by a single teacher, usually the principal. He is compelled to teach many hours of the day, to work out methods in both primary and secondary teaching, to supervise the work of critic teachers, pupil teachers and special teachers, and be responsible, indeed, for work that he does not have time to superintend. He must keep himself and his class abreast with the thought and progress of the day; and all this is required, though the time allowed is no greater for him than for any other school principal.

Dr. Hall says: "With general training *only*, no one can do justice to himself in the intellectual world, which in all its spheres, high or low, is now ruled by experts—by those who have attained more or less of the mastery that comes by concentration."

If this be true for him who is being trained, what of the trainer, who tries to do and to train in everything? This has been the bane of city

Normal Schools. To equip your Normal School properly, appoint a sufficient number of competent teachers. Let the proportion of teachers to the pupils be large.

*Committee.*—We have several district school buildings in our city which we might utilize. Would it not be an economical plan to use one or two rooms in one building for the department of instruction, and take several of the rooms of another school building for a practice department?

*Answer.*—Most certainly not. Economy is not the mere saving of money; it is *judicious expenditure*. To place the Normal School in a building with another school, is simply to place it in a position where it will always be regarded as on sufferance. To place it in a building with another principal is to divide the authority, and no school, no enterprise, can flourish under the control of two heads. There cannot be two supreme authorities. Such an arrangement would be lacking in unity and completeness of plan. Give your Normal School a status at the outset. Place the two departments in a building alone, under the full control of the principal, who shall be entirely responsible for the discipline, instruction, and advancement of pupil teachers and children.

*Committee.*—Why is there so great a necessity for the two departments to be united?

*Answer.*—Because the work of these two departments should go hand in hand.

First, No pupil should be placed in the practice department, until she has had some months instruction in the science of teaching and in methods. In a course of two years, she should spend five months in that study. But while the class are studying these methods, they should be able to verify them, to have their practical value demonstrated to them by frequent visits to the practice department, to observe lessons given to children. These lessons should be given by the principal, the critic teacher, or by a pupil teacher, under the criticism of her teachers and class-mates. The criticism lessons, I consider among the valuable exercises of the Normal School.

Second, Even after the pupil teacher has had her term of practice in a certain grade, it is necessary that she should observe the working of that grade from time to time; she should note the progress of the children and have opportunity to teach them at different stages of the year's work. These criticism lessons should continue throughout the entire course.

Third, The principal should be able to go into the practice department, not at stated intervals, but at any time through the day, to oversee the work of pupil teachers and children.

Fourth, There are times when the whole class of normal pupils must be called together, those who are studying and those who are teaching. This, the principal should be able to do at his discretion, without seriously interrupting the work of either department, but it is impossible if the departments are distributed through the city.

*And mark this:*—The more intimately conjoined the two departments of the school, the more effective will be its work; and that school fails in its purpose which does not unite the two.

*Committee.*—Instead of a practice department, will not observation in a model school in charge of the best teachers suffice?

*Answer.*—No, no more than observing the production of an artist in his studio, the listening to the eloquence of an orator, or witnessing a general's victory. This is the observation of results.

The student has been taught how these results were obtained; that is she has been taught the principles by which these results can be obtained. But she herself must *apply* them in the practice department. She must be corrected immediately, when she misapplies them, and she is not allowed to wait, perhaps for years, before she discovers her error for herself.

*Committee.*—Should the pupil teachers of the practice department be under constant supervision?

*Answer.*—Yes, both on their own account and for the good of the children. Not with a critic teacher in the room with them constantly; but let the critic teacher exercise supervision over two rooms at a time so that, at the discretion of the critic, a pupil teacher may be left alone with the children.

*Committee.*—Under these circumstances, has a pupil teacher any liberty? Has she any opportunity to make errors? Is she ever thrown upon her own resources?

*Answer.*—We do not propose to give her an opportunity to make errors. She thinks that she has liberty, and acts accordingly; and she certainly has all that she is capable of using. Without this close inspection, deficiencies cannot be noted and supplied, and errors be corrected, and, better still, their source detected. This close inspection strengthens both the critic and the pupil teachers, and benefits and protects the children. It serves as a preventive against mistakes in lessons or in discipline, gives confidence to the timid or uncertain, and while practically the school is under the control of the critic teacher, the pupil teacher is given sufficient latitude to show her originality, her tact and her power to control and teach, and her ideals are high. How can the pupil teacher better prepare for real liberty than by using that which she has thought real, and thus gain self-confidence for the occasion when the real presents itself?

*Committee.*—Of what should the course of study consist?

*Answer.*—Psychology—the facts, not the theories. The development of the child's mind may be observed and studied in connection with the study of the science.

Principles of teaching; that is, the direct application of the facts of psychology to teaching. For pupils of eighteen or twenty years of age, a simple study of psychology is best.

School management.—Let the practical questions of the school-room be considered. The testimony of the class, as pupils, may be taken as a standpoint, from which to argue the duty of the teacher. There is a homeliness and there is a helpfulness about such work with young teachers that is effective and productive.

Methods of teaching special branches.—The most practical methods should prevail. No teacher of methods has a right even to suggest a

method in the department of instruction which he is not reasonably sure he can apply in classes of children.

The natural sciences, botany, zoology and physics, should be studied, as teachers should know them, not as boys and girls study them. For this reason it would be well to select certain topics which are especially necessary to the teacher, since high school graduates have some general knowledge of the subjects.

Mathematical and physical geography should be included.

Literature. This should have a place for the reason that no curriculum is complete without it.

Elocution, not a study of dramatic expression—a misinterpretation of the term—but a knowledge of the control and use of the voice in expression.

The history of education. This has been called "an education in itself."

The study of words, call it what you will. In its simplest form, it becomes the study of the correct pronunciation and meaning of words and their intelligent use in sentences. It can be made a very broad and beautiful study.

A time should be set aside for discussing topics and news of the day and articles on education. From beginning to the end of the course, give this a place; and train these teachers in embryo to be broad-minded, intelligent, independent, thinking men and women.

*Committee.*—Should not academic work have a place in the curriculum?

*Answer.*—Some review of the common branches is needed in the Normal School, but this should be toward the end of the course. Experience has shown that, having finished their term of practice, pupil teachers have more self-confidence, more of a sense of responsibility, and the moral sense is quickened. Having studied the principles of teaching and having had their practice with children, that is, having been trained professionally, pupil teachers study better, investigate and analyze more closely, question themselves more thoroughly, are more receptive to the teacher's suggestions and aids, and exhibit more of the necessary qualifications of the student.

Their professional training shows them the meagerness of their own knowledge. Even in the preparation of matter for a simple observation lesson, the high school graduate finds that the knowledge that she once considered all-sufficient is limited. Being in this condition of mind, undoubtedly a review of the common branches will give her a more complete understanding, dissipate doubts, impress important points. Many times our pupil teachers have said, "We can see objections to the methods by which we were taught." They are eager to receive and will adopt more logical methods, if presented them.

In conclusion: What constitutes satisfactory normal training and how can it be secured?

Study the model Normal Schools of America, West Point and Annapolis. There you see the department of instruction and the department of practice, so welded that the two constitute one.

Place the standard in the hands of your normal teachers. Clothe



them with authority, give them a few rules and let them alone in the discharge of their duties. But let them alone in no other sense. The more you acquaint yourselves personally with the work of the Normal School, the better you understand it, the more you will find in it to commend and uphold. Therefore visit these teachers, investigate their work and encourage them by your presence. Normal School teachers are glad to have their work inspected.

They will train your teachers well. They will teach them how their path may be "strewn with flowers which rise behind their footsteps, not before them." They can teach them those ruling virtues of the teacher as laid down in the Talmud—mildness, patience, unselfishness, and surely these will cause the desert to blossom as the rose.

Your graduates will be sent out clothed with that humility which will render them growing and progressive teachers, that self-reliance which is begotten of the "courage of their convictions," that intelligence and scholarship which will make them student teachers to the end of their days, that enthusiasm, dauntless courage, and that character which are marks of the trained teacher, and which have abiding influence with children.

The voice of Plato speaks to us from the past: "The purpose of education is to give to the body and to the soul all the beauty and all the perfection of which they are capable." We mortals to-day say Amen! and yet again, Amen!

#### DISCUSSION.

MARGARET W. SUTHERLAND:—I do not know of any reason for making emphatic the good points of the admirable paper to which we have just listened. As there are many things in which I agree, and only one or two on which I differ, it seems to me wiser to speak only of those one or two.

I do not quite agree with the writer of the paper in regard to specialists for the different subjects. I would limit the specialists in the Normal School. I want to fit the young ladies—I am very practical—to teach in the Columbus public schools, and I do not think they would teach subjects there as specialists. I would rather that their training as teachers should be to make womanly women, coming very closely in contact with pupils, able to know what is best for the boys and girls in the schools, accurate in their knowledge, but not going into the subject in a specialist's way, rather than thinking their hobby the only necessary thing to be taught. That is always the trouble with specialists.

Now, I would put the young teacher in the care of a trainer who had been in school and knew the needs of scholars, and in sympathy with young ladies; because they will never learn to teach unless they have somebody over them who believes in them. One reason why Normal Schools have fallen into disrepute is because we are apt to believe there is only one way of doing a thing, and we teach that cut and dried way. I believe in studying psychology, and in getting all the knowledge and experience that women have in their schools. I want those who have been teachers in the public schools, as critic teachers, and I want women of cultured brain and of warm hearts.

There should be the closest contact between the two departments of the school. I do not believe in a Normal School that has not the two departments. I believe you could as well learn to dance by watching a dancing master, as learn to teach by simply being told how to teach. So far as our being in other buildings is concerned, that depends upon the kind of principal there is in the building. If you have the right kind of principal, you are welcome to his building, and you are at liberty to do the best kind of work without interference on the part of the principal. We have a system of that kind, and I know whereof I speak. There are principals who are glad to have us, who do not simply tolerate us, and who do not interfere with what is not their business; and that is the best possible test of a principal. When you find that kind of a principal you can put your training schools on good vantage ground, and it is better to have a variety of schools there. When we are in a building with other good teachers we learn that we are not the only perfect teachers.

I must make a plea for the young ladies who have not the advantage of the systematic training schools of which Mrs. Lathrop spoke. Letters are coming to me all the time, from all over the State, saying, "We are teaching and we know we are not teaching as we should teach. Is it possible to get into your Normal School and learn how to teach?" A great many times I have to refuse them, because it is required that our young ladies should be graduates of high schools, or have an equivalent education. There should be a place where they can get that equivalent education and then enter upon the professional part of the work. We must have Normal Schools in Ohio for the training of the mass of teachers who can't get to the city Normal School.

ELLEN G. REVELEY:—It becomes my pleasant duty to agree in the main with the most pleasant and pleasing paper which Mrs. Lathrop has presented. I wish to emphasize one or two points. One is that the teaching of method should not be confined to one person. It seems to me that when we entrust the care of the instruction in methods to one mind, we narrow and limit the work. If there are those in the corps of teachers who can go into the instruction department and assist in the work of methods, each carrying out the thought of her own mind and each bringing to this work her own personality, the work in methods is very greatly improved and strengthened.

I cannot agree with Mrs. Lathrop in what she has said about the practice schools, as we term them, being confined to buildings in which the department is located. We have tried both ways in this city. I think there should be enough practice schools in the building with the instruction department to afford opportunity of observation for the young ladies in the instruction department. But we have found it equally advantageous for the practice departments to be located in other buildings scattered throughout the city, and in every case we have found it advantageous.

I wish to say something still further about the young ladies studying the news of the day. That impressed me strongly. I think there is a mistaken idea among the people, not to say among the schools, that a

training school is a sort of place where we send young women to be trained. Now, I do not understand it so. I understand that a training school is a place that affords opportunities for the young women to train themselves; and if this is not done, if young women enter a training school and do not train themselves, they are failures to just the extent that they depend upon somebody else to train them. In our best training schools, although the pupils are graduates of the high schools, these young women have spent nearly all their lives up to this time in the pursuit of knowledge as laid down in the text books. They know books fairly well, and most of them think they are quite well versed in knowledge and really quite capable of taking their places in the school room. But when they come into the training schools, they have entered a place in which they are to learn something more about their relations to others—their relations to children, their relations to parents, their relations to other teachers, and the relations they are to sustain to the state. I hold that if the training school has no other value than merely a kind of vantage ground for these young women that have spent all their lives in recitations, to stop and look about them, to find their place in the world, that the training school is a place of most excellent advantage for every young woman. The motto that is so popular the world around, Look out and not in, in the training schools should read, Look in and look out. By looking in I mean that the young women who enter the training schools should first of all begin to study themselves, and find out more and more what kind of persons they are. I have seen many girls in the training schools grow into this knowledge of themselves, and a certain very desirable self-possession. As an aid to self-knowledge, I would commend the study of psychology.

There is also need to look out. As an aid in this direction, I would mention that which Mrs. Lathrop spoke of, current history and the news of to-day. Young women are wofully ignorant concerning the news of the day. I can easily see how this is. Their time is spent in learning lessons, and while the world is making history they know nothing of it, and by and by they read of it in the books. "Why," they will say, "that happened when I was in the grammar school; why didn't I know more of it? Because my eyes and ears were shut, and I was trying to get through the high school." In all our schools we should study more and more the history of the world while we are a part of the world.

WARREN C. DARST:—There was one remark made by the lady who read the paper with regard to making normal pupils bright-minded, thinking men and women, which reminded me of a remark made by the president in his inaugural address, in which he spoke of broad-minded, disciplined men and women, prepared to appreciate and understand and profit from normal instruction. An acquaintance with the intellectual light of the world is one of the main objects of education. A habitual living in that intellectual life and a familiar use of it in everyday thought is one of the richest products of an education. For my part, I confess I do not see how anyone can profit much from

normal instruction, or carry it out effectively, who does not know and habitually use the intellectual products of the world to the highest possible extent in his ordinary everyday thought and work. I would emphasize, therefore, a profound acquaintance, as far as may be, with the intellectual life of the world in as many different departments as possible.

An acquaintance with the natural sciences was mentioned. It would be very profitable. Indeed, it is true that educational methods have come from scientific and philosophical methods. The methods of the teacher have come from the methods of the thinker. Study the history of pedagogy and you will find it has come from this great modern reformation of methods in philosophy. Pestalozzi is the natural successor of Bacon. Without the father of inductive philosophy there could not have been an unfolding by Pestalozzi of the new education. One comes from the other. The methods of science and philosophy percolate through the school strata and rise in the springs of education. The torch of education is lighted at the fires of science. The world never knew what learning meant until after Bacon lived. It is a new world of education that has grown out of a new world of thought, of science, of philosophy. Study Pestalozzi and you will find the methods of natural science are his methods. And so with Prof. Drummond, in his *Natural Law in the Spiritual World*. You know Mr. Drummond was a teacher of science as well as a preacher of religion, and little by little these spheres of thought enlarged until they touched and coalesced into one grand volume of thought.

The method of education for the race has been evolved from the thought of the race. The method of education of the individual must be evolved from the thought and science and attainments of the individual. Herbert Spencer says that the study of the science of education should be the culmination of a course of study. It involves all other studies. It involves all matter that is to be taught. It involves psychology, that has been referred to this morning. It is one of the most complex studies in the whole curriculum of any school or college. I therefore present this one thought of the preparation for normal training in order that its effects may be obtained.

**KATE SLAGHT:**—It is as unwise to claim too much for normal school training as to claim too little. No Normal School can impart to its graduates all the qualities necessary or desirable in the teacher. There is so much in personal habits, so much in natural gifts, so much in home training, and in previous education. The Normal School cannot create the student, it can only improve talent. There are qualities desirable in the teacher which only the actual contact of the school work year by year will develop. The aim of normal school training, of which we have heard so much this morning, must be attained through the study of the branches prescribed in the curriculum for normal school work, or rather through the method of presentation of the subjects and their mode of acquisition by the pupil, together with the practical exemplification which the normal student sees in the schoolroom as an observer and as a pupil teacher.

Early in my experience in the work of the city Normal School, it was a matter of regret to me that so much of the year which I was asked to devote to normal school work should be expended in the review of the common branches. But necessity has taught me that the common branches may be so studied that they will be in themselves a matter of invaluable training. It has always seemed to me that the most important thing is what to teach. Nobody can learn the how of teaching until he knows what he has to teach. The teachers of the Normal School cannot be too well equipped with knowledge of the common branches. We are asked to review the common branches. This is not all, nor is it half. We must extend the knowledge of the common branches, so that when the pupils lay down the studies of arithmetic, grammar, and geography, they shall mean more to them than they have ever meant before. I do not say that we should not lay great stress upon the teaching of method. Method should be taught, and as one who has discussed the paper has said, no particular method, no special method. Of course, primary methods are necessary. These must all be based upon psychology. In addition to this, we should have in our curriculum much more; we should have the science and philosophy of education. Psychology should be studied, not only as a subject, but the pupil teacher should learn the habit of introspection, difficult as that is.

I should like to emphasize the point already made in regard to the history of pedagogy, not as it is presented in any one text-book, invaluable as this may be, but a broad study of the subject that will inform the pupils as to what has been attained in the past, that upon that they may build. And here we are not ready to stop. The teachers in the Normal Schools should be familiar with the different systems of schools, not only in the United States, but also the best systems of schools in the civilized nations of the world. We cannot afford to be without a knowledge of the school system of Germany, nor of what changes are taking place in the curriculums of Sweden, Norway and Italy.

In addition, there should be more of the means of imparting information. Every student of the Normal School should be trained in these methods of imparting information: drawing, penmanship, and ability to illustrate on the board; but I want to emphasize the point of language. I find that there is nothing in which young ladies are more deficient than in the fluent use of the English language. Much time should be devoted to the work in language—the fluent use of both spoken and written language.

W. H. MITCHELL:—The question of what constitutes a normal training and how we shall attain it resolves itself at once into the question of what constitutes an outfit of a teacher and how that outfit may be obtained. Primarily, we all admit that it is essential for a teacher to have a knowledge of the subjects to be taught. It is immaterial whether we obtain that in the log school house, in the graded school, in the Normal School, academy, college or university, or whether we obtain it simply by private effort; the principle remains that we must know that which we undertake to teach.

My next thought is that we should know the being to be taught. He exists in a threefold nature, physical, mental and moral. The statutes of Ohio provide that we shall know something about the physical part before we shall be granted a teacher's license; but an adequate knowledge of the mental and moral nature is not provided for, and for that reason too many of us are careless in these particulars.

In order to understand a child, you must know something of his home, his associates, his amusements, and how he employs his time outside of school, and other matters of a kindred character.

A knowledge of methods is certainly essential; also a knowledge of the science of education. The locomotive engineer who is merely a part of the machine, who can merely open and close the throttle, without any conception of the principles involved in the motor power of steam, does not compare with the engineer who scientifically understands all that is involved in the complicated machine. So with the teacher.

## IS THE UTILITARIAN TENDENCY DETRIMENTAL TO THE TRUE ENDS OF EDUCATION?

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BY SUPT. E. F. WARNER, BELLEVUE, O.

Much depends, in attempting to answer this question, upon a clear definition of the terms employed. An almost endless amount of unprofitable discussion has been engaged in upon educational topics, as upon religious, political and economic ones, simply because the disputants have misunderstood each other's positions. Had the terms of the propositions been fully understood beforehand, many who have been arrayed in hostile camps would have found themselves in substantial accord. Wars, in fact, with all their bloody incidents, have been waged to settle questions concerning which there should have been no difference, had the attempt been made in good faith to interpret aright the language of laws, treaties and official correspondence.

That we may not be hindered in our attempts to obtain an answer to the proposed question, permit me to submit a few comments upon the terms *utilitarian* and *education*. The former may be, and is applied to educational tendencies quite different—one affecting the public schools, the other institutions unaided by the State. The thought in the mind of our worthy brother, who, as a member of the executive committee of this Association, proposed this as one of the themes for consideration at this time and place, is that of a narrowing, a limiting, a restricting of the subjects of study to the severely practical. The believers in this policy would limit the subjects of study for each individual pupil to such as are likely to have for him a commercial value,—that will enable him to become a successful bread-winner. This view finds expression in language, like this: "Let us throw out music from the course; it won't help the boy to earn one dollar, it in no way aids him in getting a living." And again, "Give us more arithmetic and less Latin, plenty of bookkeeping and dispense with English Literature." It would confine the education of our girls and boys to the narrowest possible limits consistent with efficiency as money-makers.

The reasonableness of this policy is based by its adherents upon what they are pleased to call

- (a) A wide-spread discontent with present courses of study.
- (b) The age's demands for practical education.
- (c) The necessities of the pupil.
- (d) The failure of high school pupils in the race of life.

This view of education does not lack for many and prominent advocates. Some present may recall the remarks of Hon. Chas. Foster in an address of welcome to the teachers of the Northwestern Ohio Association, at the city of Fostoria, in 1886, when he argued along exactly these lines. The views of the distinguished Secretary of the Treasury were then, and afterward, and for aught I know, may be now, embodied in the curriculum of the public schools of that busy little city. Andrew Carnegie and President Eliot, of Harvard, have given utterance to thoughts very like these.

One of the most influential and highly honored citizens of my own town, a man with large and varied business interests, a man of wide and extended experience, many times over the heaviest tax-payer we have, holds exactly the same views, which, I am free to say, are very common among a large class of men, who, having been successful in business, look with extreme favor upon the education that emphasizes the practical, that which proposes to be immediately useful.

The other and more liberal trend, while it is characterized by the same adjective—utilitarian—is in many things unlike the tendency just described, as it appears more particularly in connection with industrial, technical and higher education. It seeks the useful, the practical, by diversifying rather than by limiting courses of study. Its advocates claim that it recognizes the complexity of man's powers, and seeks the practical by and through the proper training of all these powers. It claims to be the progressive element, ever seeking to better what is, and although all its so-called improvements do not always improve, we must give it credit for endeavors well meant. To it is to be attributed in great measure the triumph of the co-educational idea in so many of our higher institutions of learning; the introduction of elective courses of study leading to the same degrees as the old-time, cast-iron courses; the multiplication of technical and industrial schools; the development of the laboratory methods; the growth of the manual-training idea in connection with our best city systems.

For education we shall attempt no new definition, but from the many that have been given shall select and use those which seem to be approved by the largest number of thinkers, writers, and men practically interested. Our own Dr. E. E. White has, I think, tersely and expressively formulated the views of these when he declares, "Education is any process or act which results in knowledge, power, or skill. It includes not only teaching and learning, but all acts, processes and influences which occasion these results, whether as scholarship, culture, habit or character." Note that the true ends of education as laid down by this high and accepted authority are: Scholarship, culture, habit, character. To these might be added another, naturally to be expected

from the public schools, a high ideal of citizenship in hearty accord with our democratic institutions.

If any further statement of the ends of education be necessary let it be in the words of T. T. Munger: "To think, to reason, to feel nobly, to see the relations of things, to put the ages together in their grand progress, to trace causes, to prophesy results, to discern the sources of power, to find true beginnings instead of unknowable causes, to perceive the moral as governing the intellectual and both as dominating the material, to discern the lines along which humanity is moving and distinguish them from the eddies of the day—such is the end of education."

Granted these as the ends to be attained, two conditions arise as we take into account the two phases of educational utilitarianism.

Let us start with the narrower view, the commercial value idea, which seeks to dominate the public schools. Its advocates claim to lay aside all sentiment, all gush, as they are wont to denominate the expressions of their opponents, and to take a hard-headed, common-sense survey of the situation. They have approached you, and they have approached me, and their reasoning runs like this: "Your theory about a symmetrical development of the varied intellectual powers, and so forth, is a pretty one, but it fails in practice. You propose an extended course of study, both in the elementary schools and in the high schools; you confront children entering your doors with a lengthy array of grammar and music and Latin, with ologies and osophies innumerable, when you know as well as I that not one pupil in ten will ever give them any thought after leaving school. You know, too, that the favored few,—a twelfth, a tenth, possibly an eighth—who complete the high-school course have but a mere smattering of the branches they have attempted. You delude them with the idea that they know something of physics and chemistry and botany and geometry and Latin, when they are strangers to the most elementary principles of these sciences. Pope was right when he wrote,

"A little knowledge is a dangerous thing,  
Drink deep or taste not the Pierian spring."

"Is it not a fact, my dear Mr. Principal or Superintendent, that the very subjects pursued in the advanced grades of our schools tend to unfit rather than to prepare hundreds of young people for the realities of life? Your system begets and fosters a sickly sentimentalism, sets up false ideals, creates false hopes; the school life is unreal, impractical, and lacks in sympathy and touch with the great busy world.

"Your pupils leave school, nine out of every ten, to begin a struggle for existence, and they find very soon that the hopes you created are delusive, the training you gave unsatisfactory, the knowledge you imparted impractical, the habits of reasoning you encouraged vicious. Realizing their weaknesses, discouraged by the difficulties that surround them, disgusted with their training and their knowledge; they go through life disappointed, growing daily more gloomy, sour and morose, feeling that the life that opened so auspiciously has been a failure, a dismal failure."



Then fortifying his statements by reference to A, B and C, he familiarly slaps you upon the shoulder, and the appeal is made to know if down deep in the inner consciousness of your better self you are not convinced that these things are so. How often in such times of temptation are we constrained in our weakness to reply, yea, even so.

A recent number of the *Journal of Education* furnishes the following example of this kind of evidence against the public schools, clipped from a leading Eastern daily in which it appeared editorially emphasized :

The following advertisement was inserted in the local papers:—

"Wanted—A young woman for office work; must write a first-class business hand; a fair correspondent, and be an accurate accountant."

Fifty-seven applications were received—not one in first-class or even good handwriting. About half a dozen might rank as fair—all the rest would rank as bad, worse, execrable, the surprise being that any person would be so senseless as to answer an advertisement which called for first-class penmanship in such writing as was received. But the writing was good when compared with spelling, the simplest words being spelled in the most outrageous ways. Now, nearly every one of these applications came from young women pupils of the high school or upper classes of the graded schools.

Three applications were selected from the number, and Mr. L's cashier called in No. 1. She was a bright young woman, of refined manners, nineteen years of age, the last three of which were spent in high school. She was taken on a two weeks' trial. Personally, she was all that could be desired, but utterly incompetent, being unable to write even a fair hand; her figures such that nobody could read them. She could draw birds and butterflies and things, but she could not form numerals that had any accepted form. And yet this poor girl was taught geometry and trigonometry, chemistry and physics, botany and geology, Greek and Latin, French and German, literature and rhetoric, civil government and physiology. Why was she never taught anything which would enable her to earn bread and butter? Will you believe it, Mr. Editor, that this poor girl, after spending thirteen years in our high-priced schools, was willing to work for \$3.50 a week?

The same trial experiments of two weeks were gone through with applicants numbers 2 and 3, and if possible the results were more unsatisfactory. Mr. L. advertised again. Thirty-four applications were received of pretty much the same kind and quality as on the previous occasion. I have previously referred to bad writing and bad spelling as a product of the public schools, but both were good as compared with the composition. One lady whose penmanship and spelling were good wrote that she had "spied your ad in Morning ———." Mr. L. had no desire to spy in his office a lady of her advanced attainments. Not less than a dozen of the applicants wrote, "I feel competent to fulfill the position," the "fulfile" being spelled in four different ways.

Having demonstrated the weaknesses of the public schools to his own satisfaction, and apparently to ours, due largely to their being diverted from the real, the practical, the common-sense, he proposes a return to such methods, administration and practice as are in harmony with existing conditions.

The majority of children must always be wage earners; give them that education which, while serviceable, does not render them discontented and unhappy. Teach them content instead of discontent. The decrees of nature must prevail. Fight not against the inevitable. Food, raiment, shelter are necessities; see that your boy or girl is prepared

upon leaving school to utilize to the utmost his training and knowledge as working capital in providing for his needs.

Aesthetic training, culture, taste, character, an exalted idea of citizenship, are all well enough for the favored few; but out upon the thought of attempting anything of the kind with the mass of school children; it is the sheerest folly. Shorten courses of study, pay especial attention to the three R's, abolish the high school, or if it be permitted to continue make it a sort of training school for some vocation, see to it that every dollar of expenditure comes back at an early date in kind to the pupil.

This theory, as I have indicated, is believed in, and urged in practice by a large, wealthy and influential class of citizens, whose ideal is the man successful in business,—the one who has succeeded in accumulating much of this world's goods, who has placed himself beyond the reach of want. How could it be otherwise than that this same idea should prevail among the wage-earners also, influenced as they are by the thought of those around them? It is so hard with many to choose a remote and future, albeit greater, good, rather than a present benefit; and so the worse is made to appear the better way.

There is much that is plausible in these arguments, but more that is the merest sophistry. Instead of scholarship, culture, training, correct habit, right thinking, a high ideal of citizenship, character, being within the reach of the favored few only, we mean to argue and hope to show that it is, under God, the privilege of the many. The humblest boy need not despair.

The following proposition can be safely laid down: The state schools of the great republic should produce a vigorous democracy.

The doctrine that there is one training for the few and another for the many, that in the schoolroom we should begin to distinguish between the less and the more fortunate, that these are to be educated to rule and those to serve, is a doctrine at variance with our theory of government, in opposition to the principles upon which the public schools were founded, and in defiance of the rights of man.

It is the boast of our country that man is here untrammelled, that he is offered the largest opportunity to develop all his strength of body, faculties of mind, and powers of soul. In this spirit were our common schools conceived, and toward this goal should be their progress.

Compare, ye who doubt this, the language and spirit of the general court of the colony of Massachusetts, and of the ordinance of 1787, in their provisions for public education, with the sordid utilitarianism of to-day.

I cannot but think that God designed man to find his greatest happiness in the full and conscious exercise and development of his powers, and that much of the success of American schools is due to the fact that they have been in harmony with God's plan.

In the days of the "old regime" in France, and her history then is the history of absolutism everywhere and always, the thought in the minds of the favored estates was that the peasantry were designed as the "mud-sills" of society. They could till the soil, pay the taxes,

recruit the armies, bear the burdens of the state alike in peace and war, but they were not in the least to be educated, their minds were to remain undeveloped, their faculties undisciplined, their powers unused; for the ability to read would quicken judgment and reason, the man would come to himself, would demand his own, and absolutism be menaced, if not overthrown.

All through Europe's long night, we find the theories of education to be founded on a philosophy very similar to that which gives support to the materialistic views of to-day. The powers were permitted so much of training, so much of mental quickening, as would make of man a better machine. The character of his work determined the scope of his education. Thus we find the one-sided monks, the partially trained princes and nobles, the neglected peasants.

Little by little through the ages, we can trace the evolution of popular education, until to-day we are coming more and more to recognize the fact that we must consider the three-fold nature of man, and begin his development, at least, along all these lines, trusting that wherever it is stopped, so far as the public schools are concerned, the individual will have received an inspiration, an impetus that will enable him in some measure to carry out the work along the lines intended for him by God.

The rights of man have been withheld already too long. Kings, priests, nobles, the favored few, have for ages sought to make him only a hewer of wood and a drawer of water; his right to property, his right to the products of his hands, his right to leisure, his right to think, his right to mental and spiritual improvement, have been questioned and denied. The movement to narrow courses of study that they may serve more fully mercenary motives, the spirit that would abolish the high-school, arguing that it breeds discontent and creates sentimentalism, savors of the thirteenth century rather than of the eve of the twentieth, and carried out in all its logical fullness would make the state schools subversive of the republican state.

Some of the criticisms upon the schools are just; the defects and weaknesses pointed out are frequently found. With these abuses reformed, these defects eliminated, the schools can keep on their way; aims need not be changed. Under inefficient, incompetent teachers, a condition of affairs as given in the extract from the *Journal of Education* may arise, but it is unjust to thousands of faithful teachers to parade one such instance, with the implication that it is a representative case. There can be no doubt if the schools take care to produce self-reliant, "manly men" and "womanly women," that these will take care of all the petty questions of bread-winning that are the worry of the utilitarians.

The chief objections to an education with such utilitarian aims, apart from those I have mentioned as growing out of its undemocratic spirit, which apply more especially to the public schools are these: It discourages thousands from taking those liberal courses which they would readily choose, were it not for the inducements held out upon every hand to take a practical education in this, that, or the other.

Here, perhaps, lies much of the cause for the small number of boys who complete the high school course. Deluded into believing that a six months' course in telegraphy, type-writing, book-keeping, stenography, pharmacy, or dentistry, will make them educated men, while at the same time giving them skill in some vocation, they leave the schools which alone can give them mental muscle or intellectual fiber, and take up that which in after years they find to their sorrow satisfieth not. To think that in a few months, a year, even two years, given to study in special lines, they can become cultured men and women, is a delusion and a snare. There is no patent process for producing men in one-half or one-third the time formerly employed. He that would mature wheat in from two to four weeks after the seeding attempts no more hopeless task than the short-cut, practical schools, especially business and technical, undertake when they propose to secure scholarship, or skill, or power of mastery, in one-half the usual time.

Do not misunderstand me, I would not speak disparagingly of business or technical schools. We need and must have them, but they should not attempt to supplant the work of schools that are the intellectual gymnasia of the age, nor by implication or otherwise detract from the value of their training. Let the business and technical schools build upon the foundations laid by these others. If these were content with their proper sphere, and were willing to encourage schools of general training, they would soon see an increasing demand for special education following with permanent advantage to themselves and their pupils. The unseemly scramble for patronage in which many are engaged calls forth the exclamation, and justly, O Practical Education, what follies, if not crimes, are committed in thy name!

If our age needs any one thing more than another, it is a redemption from the over-weening materialistic tendencies that are infecting all phases of our life and breeding disaffection, disorder, lawlessness, avarice, oppression, injustice. In our haste to be rich we too often give conscience to the winds and honor to the dogs; we trample upon honesty and sacrifice virtue. Age, sex, condition do not stay the march of the money-getter; relentless as Shylock, he exacts his pound of flesh, with the justification that "it is business." Even the church is used as the means of social or business preferment, and the school is looked upon only as a place for training servants and helpers. The rapid concentration of property in the hands of a few, so that in a land of 65,000,000 of people, 100,000 own one-half the wealth, intensifies the evil.

Such a condition must have suggested Goldsmith's lines,—

"Ill fares the land, to hastening ills a prey,  
Where wealth accumulates and men decay."

This is not pessimism. We must know the disease before we can apply the remedy. Materialism, gross, sordid, can be met only by lofty, moral, spiritual forces.

We have spoken of these tendencies as manifesting themselves particularly in connection with the public, business, and technical schools. It is to be feared that the bent toward specialization and the introduc-

tion of elective courses are the responses of the higher institutions of learning to the same materialistic demands. This may need the example and teaching of many a Dr. Arnold, Mark Hopkins, or Pres. Seelye, as an antidote.

We have spoken of the ends and tendencies of education, and have only incidentally mentioned the means. It must not be presumed that the writer deems it impossible to secure the results desired as the true ends of education through the elective courses. It is not hard to conceive of a teaching of Hamlet that will have all the disciplinary value of a study of Homer. The physical sciences with modern laboratory methods may become as efficient for the training of the reason as the rigorous methods of the higher mathematics. The *what* is not so important as the *how*. If the habit of mastery be attained, if the power of comprehensive thinking be achieved, if lofty ideals be cherished as the result of these modern methods in industrial and manual training schools, and under the elective systems of colleges, then the objections we have been urging fall to the ground. It is to be hoped that all the worthy schools will have it so.

One other great danger of the utilitarian movement, as it affects higher education, is the removal farther and farther from the pupil of the personal element of the teacher. Through all the centuries back to the days of the great Greek teachers, and to him of Judea, still greater, the men who have moved, and moulded, and bettered the world have been those who drew in an inspiration at the feet of these teachers. Garfield's fine tribute to Mark Hopkins is recalled by all.

We must never lose sight of the fact, as our good brother, Pres. Thwing, told my senior class a few days ago, that appliances, apparatuses, buildings, laboratories, do not in themselves furnish the means of a true education; working in and through them must be manifest the spirit of the earnest, enthusiastic conscientious teacher, not a man chosen alone for attainments in some one specialty, but a man of large heart, of generous sympathies, of deep insight, of broad culture, of high character, contact with whom is in itself an education. I have in mind an eminent specialist in one of the natural sciences, living at the seat of a great university in another State. He has studied his specialty for years. His text-books are upon many of your tables. He is pre-eminently an authority, yet wholly wanting in the power of inspiring and broadening the young men who come under him. They become intellectually keen, they know the details of science he teaches, but his narrow, crotchety views repress their sympathies and dwarf their souls.

Long will the memories of John Hancock and Thomas W. Harvey survive among the teachers of Ohio, not because the one collected and collated school statistics and the other told us about particples and infinitives, but because they traveled about the State strengthening the weak, encouraging the timid, inspiring all. The writer has long since forgotten what Mr. Harvey said concerning the technicalities of English grammar, but he will not forget, while reason remains, the kindly interest, the generous sympathy, manifested for him as a young teacher. The inspiration remains.

These thoughts suggest the danger that lurks, perchance, in much of the higher education of to-day, due to over-specialization. It may be well to sound the recall before the movement has gone too far.

In conclusion, permit me to summarize: Materialism dominates the world to-day. Consciously or not, the great mass of mankind have accepted it as the true philosophy. Realms not properly belonging to it have been invaded and its tests have been applied to matters of religion and education. Successful in subduing nature and chaining the elements, compelling them to do his bidding, man too often feels that the affairs of mind, of soul, must be so ordered and directed that they may further material progress.

The development of our physical resources, the getting of wealth, is the one-stringed harp we Americans are ever wont to play. The arguments drawn from fruitful fields, teeming factories, inexhaustible mines, are ever before us in varying form. Andrew Carnegie's "Triumphant Democracy," or with better reason, Triumphant Materialism, is a conspicuous example of the popular form in which these arguments are cast.

If fame, honor, profit, wealth, the gratification of the senses, be the chiefest good, then is the materialist justified in laying hands upon the schools, both primary and higher; but, if, as Scotland's greatest metaphysician puts it, "There is nothing great in this world but man, and nothing great in man but mind," then this presumption is too hasty.

The writer must confess that he has little sympathy with the sentiment, "Let us eat, drink, and be merry, for we will be a long time dead." Neither does he believe the greatest concern of man should be to procure the wherewithal for living.

Ex-Pres. Seelye, of Amherst, declares duty to be above life. In harmony with this declaration, the question of "How to live" becomes of infinitely greater moment than that other of "How to get a living;" and herein is the whole question at issue.

Finally, if the true products of education are, the power of mastery, high ideals, lofty purpose, inspiration, character, then "There is no sadder sight than that of education bending and shaping itself to the demands of a low utilitarianism."

#### DISCUSSION.

E. A. JONES:—This is a practical age, a utilitarian age. The ever prominent question is, Is this useful? Will it pay? what is its monetary value? how can I acquire a competency in the easiest and quickest way? what is the shortest road to the acquisition of wealth? With this tendency, with this spirit permeating the atmosphere around us, it is not strange that it should creep into our public school system, and that it should manifest itself especially in the patrons of our public schools. The writer of the paper refers to two cases particularly in which this utilitarian tendency is manifest: one in the restricting and limiting of our courses of study in the public schools to those branches that are severely practical; the other in the greater opportunity given to students for elective branches, in the introduction of laboratory methods, in the addition of the manual training department to our

schools, and in the establishment of technical schools. Now, in reference to the second, I am not certain that the tendency is injurious. I am inclined to think it is not. It is true that this change has been recently made and we have not time as yet to judge correctly of the results, but it does seem to me that this diversity of courses must give to each student the best possible opportunity for the highest development of his individual powers in every way. In reference to manual training, we have not had time yet to form a correct judgment as to its effects upon the intellectual powers, but so far as I have been able to gather results they are decidedly in favor of the manual training of students. The training of the hand does not seem to interfere at all with intellectual development, but rather to favor it; and the student gains an additional training of the hand, and the training of the eye and the judgment which will be of very great advantage to him in his future life.

In reference to the restricting of our courses of study to those branches that have only a commercial value, it seems to me this can only be detrimental in the greatest degree, though it is not strange that the parent should take that view of education. He is apt to look upon the practical side, while the teacher is apt to look upon the disciplinary side; and it is possible we make a mistake in that we do not consider enough the practical side.

The clipping that was read from the Boston paper is but one of many such criticisms passed upon our public schools, and I appeal to you, fellow teachers, whether to a certain extent the criticism is not a just one and one that might be made upon nearly all the high schools of our State. Let us not forget that the rudiments acquired in the common schools are the most important part of the work, the substratum upon which the rest must be built, and if that is not well laid the superstructure will not stand. Let us continue the work, let us have the spelling exercises and the drill in letter writing through the high school. Let it not be said that the boy and girl can leave the high school and write such letters as those referred to in the paper. Is it not often true that the graduate from the high school, going into the examination, fails to get a certificate to teach a common school? And has not the parent a right to complain of this? He says, I have sacrificed a great deal in order that my boy or girl may complete the course in the high school, and now I am disappointed. I say let us do better work below the high school, and let us carry it through the high school, so these criticisms cannot be made.

But I do not believe in the education that is confined entirely to the bread and butter side. A true education means far more than this. When we make up our courses of study, we consider in reference to every branch two things: its practical value and its disciplinary value. Its practical value is important, but it is secondary. The disciplinary part of it is far more important. How little there is in arithmetic that is of practical use to the boy or girl in everyday life. If you limit it to that, I grant that we may cut out half the time that is given to the subject of arithmetic; but if you consider it from the disciplinary side, have

we any study in our common schools that so tends to discipline the mind, to give the power of thought, of judgment, and of reason, as the study of arithmetic? And so we have to consider in reference to other studies.

Again, it seems to me that man was made not simply to live, not simply to eat and drink and work, but he is capable of enjoyment; and it is one province of the public schools to prepare man for the enjoyments of life. God has given us our place on a most beautiful earth, fitted up for our enjoyment and our happiness, and the true end of education is not gained unless we are prepared to enjoy these beautiful things by which we are surrounded.

R. E. RAYMAN:—I must say in the beginning that I am heartily in sympathy with the position taken in the paper read this afternoon. I have little sympathy with those who urge that everything done in the schools shall tend to a money value. Too many people urge that the boys and girls study bookkeeping and arithmetic, and omit Latin and geometry, and everything that tends to the development and culture of the mind. I believe in bookkeeping, and I believe it can be made a means of mind culture if it comes at the right time. But I have no sympathy with the six or eight weeks business course that is urged in so many cases upon our pupils. I am in sympathy with everything that will lead our pupils to think, that will lead them up to a higher culture, that will lead them out to higher and better manhood and womanhood.

Wendell Phillips once said that the man who thinks for himself is worth a generation of men who are poisoned with printer's ink. We are doing our best work when we are teaching our boys and girls to think.

F. R. DYER:—A most excellent teacher in one of the educational institutions of this State once said that some students come to college to get as much out of the course of study as they can, and others come to get out of the course of study as much as they can. I am inclined to think that the utilitarian of to-day belongs to the latter class. The main object of study is to develop power, and I know that the young man who goes through a severe course of study is able better to cope with all the difficulties that may come up in any line of business in which he may engage than the young man who devotes himself to the so-called practical studies. My idea is that a liberal education is the most practical one in the end, and I am not in sympathy with the idea that we can accomplish for a pupil, as some claim, in one or two or three years as much as a good school can in six or seven or eight years by a definitely prescribed course of study.

Two physicians came under my notice, both specialists in a sense. One of them had the advantage of a thorough education, before studying medicine. The other had not. He believed in the practical, and he proceeded at once to the study of medicine. I have often noticed the difference in those two men. The man who had the foundation before he began to study medicine was able to think for himself when he came to a critical case, while the other man was at a loss every time the case didn't come under the exact knowledge he had received from



his books. The one man had the foundation, and he is gaining eminence in his profession; the other man will never reach higher than mediocrity, if he lives to be an old man. His foundation is lacking.

The annual catalogue of the Cincinnati Law School says this:

"We do not debar young men of common school education from our college, but we earnestly urge upon every one to take advantage of at least an academic course before coming here. We have observed in our experience that men who have such foundation soon outstrip those who come merely to study law as it is in the books. The first are able to think, and the latter are able perhaps to read the thoughts of others."

Now, I am in favor of special schools, and I know of no better example of a special school than your own Case School of Applied Science in this city; but does that aim to do for you in six or eight weeks what a college would do for you in six years? Not at all. As you go through the Case School you go through a severe course of training, but it is in special lines. That is not a detriment to the true ends of education by any means. If you want special training, take that kind of special training in such schools as the Case School of Applied Science in this city.

E. R. BOOTH:—I believe with all my heart, and so do all those of us who are in hearty sympathy with manual training, in the idea that has been presented this afternoon that the school must look to the building up of character, to the making of true men and women. But I am satisfied that the majority of persons who have given this subject only casual attention are not correctly informed, or at least they have a mistaken idea as to what is the utilitarian idea of education as practised at the present day throughout this country. I have been fully convinced for a number of years that, generally speaking, the most practical in all our schools is the most disciplinary. The only exception to that statement is perhaps the spelling of the English language, and I doubt if that is an exception if pupils are taught to spell at the proper period of their lives.

To some people, utilitarian or practical education is a great bugbear. They think it is designed to tear down the present system. I am satisfied that such is not the case. I perhaps am as well entitled to speak upon this subject as any one else in the house. I have been connected with the so-called manual schools for nine years, and I wish to make a statement that perhaps most of you are not familiar with. The first prospectus ever issued, setting forth a course of study and the relations of manual training as it is being introduced and practised in this country, had in it these five lines of study: one in shop work, one in drawing, one in mathematics, one in the sciences and one in English literature. The chief difference between the course of study as ordinarily pursued in the manual training schools and the common schools was simply that the former originally cut out the dead languages, Greek and Latin, and used German and French to a certain extent in place of them. Now, what has been the effect of the introduction of these studies? I am here to make the statement that manual training does not in the slightest interfere with proper progress in intellectual

education. Schools organized on the principle of the first manual training school of this country are to-day doing virtually the same work, as many of you know, as is being done ordinarily in the high schools.

I have another theory, and I had it before I became a disciple of the so-called utilitarian education, that the majority of schools do not do anything like the amount of work they ought to do in a given time; and this idea is growing, not only among those that are imbued with the idea of utilitarianism, but also with such men as Dr. Eliot and hundreds of others that are thoroughly interested in our public schools. It might be well to inquire into the secret of the success of schools that bring in this utilitarian element. I have in my possession letters coming from such men as the president of Cornell University and other universities of like standing, in which they state that the graduates of these so-called utilitarian schools which we have heard ridiculed in almost every meeting of teachers in which this question has been discussed in the last ten years, stand head and shoulders above the average pupil who spends one year more in the average high school. Now, of course, that is a broad statement, and it is a statement you will not all agree with, but it is a statement that can be verified.

The point I wish to make is, that by the proper mingling of the physical with the mental, each may be improved, and the young man's intellectual faculties may be so quickened that he can do a greater amount of work in a given time by having a part physical, than by having nothing but the purely intellectual.

F. S. COULTRAP:—I want to assert with all my heart that I am not a utilitarian, and yet I confess that I have a good deal of sympathy for those parties that have been so severely criticised this afternoon. It is no compliment to us as a body of teachers to-day that there is such a strong tide in their direction. I sometimes feel that it is a good thing for us to turn around and censure ourselves. I think the time has come when we should talk about what we have not done and what we ought to do. I can conceive of a teacher going out into a school, a whole-souled teacher, full of life, full of power, full of spirituality, and I can hardly conceive of a single pupil going out from that school and talking about how much money he can make. I have heard pupils say I would rather be like that teacher, I would rather have the spirit of that teacher than to be a Vanderbilt. I would rather be Miss So-and-so than to be President.

I am not opposed to any branch we have in our schools. I believe that music and drawing are better taught than any other branches, and there is a reason for it. These studies are in the hands of trained teachers. But much of our teaching in this State is exceedingly poor. There is too much working for grades and percents. We must try to forget percents.

I want to say one thing more. There is a disposition to drive the Bible out of the public schools, and we seem disposed to stand still and see it done. I do not want to be in the schools if we cannot have the Bible there. If I can't talk about morals and read from the Bible the beautiful sentiments it contains, I will go out of the schools.

## RELATION OF OHIO SCHOOLS TO OHIO COLLEGES.

5 BY DR. C. F. THWING, PRESIDENT WESTERN RESERVE UNIVERSITY.

*Ladies and Gentlemen, Fellow Workers:*—I wish to take advantage of my standing here to renew in person the invitation to each of you to visit our college this day. It will be a very great pleasure to all of us who are officers of the Western Reserve University to see your faces at the colleges of the East End, at the Adelbert College, or the College of Women, or the Medical School. I hope at the close of the afternoon session we shall have the pleasure of seeing you at the East End to look over the new buildings.

The relation of Ohio schools to Ohio colleges is not a new question in this Association. It is one of those permanent questions that is forever emerging, either by suggestion or by principle, in discussion. The question has recently been under discussion; and this discussion has related to one form and to one only of this relation. That one has been in respect to the content of the course of study in the schools, and especially in the high school and in the college, and more narrowly it has had relation to the Greek language. That question has been adjudicated, for the time being at least settled, and I have no purpose to enter at all into it. It is my purpose to speak upon broader grounds if possible, and I may add, I think, more important.

All I have to say relates to the unity between the school and the college. The relations are all summed up in the one relation of unity. And under this principle I wish to say, first, that the high school and the college are one in respect to a patriot love and a patriot work. In saying this, I merely catch up the note that was sounded here last evening. The love of country and the endeavor for country represent a work in itself most important, and in which all educational instruments may be engaged.

As I have sat here this morning I have noticed on the platform the inscription indicating that this building is built for the world, and Christianity and education are for the world. But the American school and the American college and the Ohio school and the Ohio college can do most for the world by doing most for America and for Ohio, and therefore the school and the college stand together in impressing a love and endeavor for native land.

But also the school and the college are one in respect to what I shall call federation. Federation is the key note of the modern world. Federation is the key note of the closing decade of the century. Federation is the key note in educational progress, and federation is the key note in the Ohio schools, and also, I hope, to be the key note in Ohio colleges. The bill that was passed last winter at Columbus, called the Workman Bill, is simply an endeavor towards federation. It is of larger value than its indication. We have spoken in this Association of waste in education, and there is waste in education. Federation may do much this waste to lessen, to stay. And also federation is the key note in college. I noticed that in the history of Ohio colleges recently

published there are sketches of some thirty-three institutions. I think I speak the thought of each one of you that much money might be saved, that a greater good might be done, if through some process these thirty-three institutions might be so united as to consist of one-third the number. I care not by what method of federation it is effected. It might be wise to confederate all the colleges, or many of them in the state university. If that be the best method let it be done. But by some process we ought to prevent the multiplication and continuance of needless agencies, and I believe for one that this process is to occur. In Canada the colleges have federated in Toronto University, a most marked and significant educational advance. Difficulties abound, and yet the first college to become a part of the University of Toronto was a blue-blooded Scotch Presbyterian college. I respect denominational affiliations, I respect corporate individuality, but I do believe that the progress of the age, the value and the worth of individual character are to prosecute and gain the endeavor towards federation in Ohio colleges. Outside of the State, so many Ohio colleges do not stand for what you and I wish our colleges to stand for. All that impression should be wiped out. I care not by what method or means the result is gained, but I do care much for the result. The result occurring in the school is also to occur in the college. In federation the school and the college are one.

But also, in the third place, the school and the college are one in respect to what I may call the economical use of time and the economical distribution of study. The college is now face to face with the problem of getting young men into professional work a year earlier than they do get into that work at present. How is that year to be saved? As I study these problems, in which I am so new and so raw, it does seem to me a year might be saved in the primary and grammar schools, and in my humble judgment the best method of thus saving a year is through the elimination of certain studies from the course, and also through the introduction of other studies. I am inclined to believe, and I hold my opinion with diffidence because of my newness and freshness, that in place of certain parts of arithmetic, algebra might be introduced into the grammar school, and that some scientific work should have its place there. I also am inclined to think that altogether too much heed is given to that study which gives its name to the grammar school. But I make these suggestions with diffidence and pass on, for the reason that these are details which belong to those who have great wisdom in these matters.

I think that time might be saved through a longer school year. We now spend about one-fourth of the fifty-two weeks in what is called rest or recreation or vacation. Now, we hard worked teachers who have grown thin with so many weeks of work, do need the thirteen weeks. But our students do not need so long a vacation. A vacation is a peril to most children. One-half of the parents of this city of Cleveland look forward to vacation with anxiety. They know their boys and girls are far more prone to wander into evil conditions in vacation time than any other time of the whole year. I am inclined to think that in the

college we ought to be able to save at least one-half in the course by shortening vacations. Of course, we college officers need the college vacation, but we are here to sacrifice ourselves, and I am prepared to sacrifice myself to a short vacation of four weeks rather than thirteen.

And now I pass on to a fourth remark, and that is that both the school and the college stand for culture. We think of the college as standing for culture and the school as standing for knowledge. At once I wish to say that the school, the primary school, may as truly stand for culture as the university. For what is culture? Culture, as I think we may say, is the knowing and loving the best things. And why should not the primary school, the grammar school, or high school, teach boys and girls to know and to love the best things as truly as the college? Culture is not so much a direct positive product as an atmosphere,—an atmosphere going forth from one person, an atmosphere received by the other person. The lady, the gentleman, the teacher in the public school may, through purity of character, through righteousness of life, through nobility of heart, teach every boy and girl to know the best thing and to love the best thing as truly as the professor of the college. I speak of you my friends, teachers of the Ohio schools. Many of you have not had the advantage of polished training. It is an advantage, but I do wish to say as I look into your faces, as I know of your work, that the culture of your schools, the culture given to boys and girls who will never go to college, never enter the high school, may be as true, as genuine, as real as that given in any college in the United States. There is a great responsibility resting upon the teachers of the schools in this very respect. I value knowledge. The enlightening of the mind is much; but culture, to love, to sympathize, to be one of the best, is far more; and you teachers, we teachers in our schools, meet boys and girls most of whom never enter college, most of whom are never to know any language besides their own. If these boys and girls are to have and to know the best, you must teach them. Oh, let no thought that you cannot be in a college, that your boys and girls cannot go to college, debar you from this high duty, from this rich purpose. Do teach your boys and your girls to love and to know the best. Of course, the college is to do this. Most of us who have been to college have forgotten all we ever knew that we learned in college; but the results in culture, in largeness of being, in purity of feeling, in nobility of character, still remain. Let the Ohio school, from the first year of the primary grade through the Ohio college to the graduating class of commencement day, stand together as one in sending forth and putting upon our boys and girls a crown of the noblest culture.

But also we stand together in respect to giving an education for power. Education that consists in knowledge has some value, but slight; education that consists in power of the mind, power of the hand, power of the character, has much, has great value. I do not care what you know; I do not care what you are ignorant about; but I do care much, very much, for your power to think; for your power to weigh evidence; for your power to receive facts, and to bring forth from those facts a proper inference. The man who can think, no matter what

school or college he has been to or not been to, is educated. And the man who cannot think, no matter what course he has taken, is not educated. And we are one there; primary school and college are one in helping people to think.

But also we are one in teaching every student to feel purely, to have the heart right, to have the appetite under control, to have desire pure, to have affection aspiring, lifting itself on buoyant wings of noblest aspiration. If you put a bad heart into a character with a bright brain, the bad heart will soon dim the lustre and dull the keenness of the bright brain. For the sake of brain, for the sake of character, the heart must be kept right, pure; and the school and the college here stand also absolutely one.

But also we are one in respect to our choice, the choosing in accordance with evidence, the choosing large things before small, the broad things before the narrow, the profound things before the superficial, the high things before the low. Power to choose and thus to choose is the education to be given by both the school and the college. The world wants workers; the world wants those who can do, and doing belongs in no small share to the material things of life. We are in the midst of a great material age; we have taken a new hold of earth and are making this world into a divine spiritual agency in the gaining of God's ends. And we are thus to put faith, to project our minds, heart and soul into this work; to go forth to-day to recreate, to bring back to Eden, to make righteousness the law of life, and goodness life's supreme goal.

But also, my friends, there is one more and a last respect in which the school and college are one, and that is in the value of personal character in the teacher. It is a part of my joyous work to choose teachers. When I am called upon to choose a teacher there are many things at which I look. Much evidence I wish to gather up, but the one comprehensive part of all the evidence relates to that most comprehensive part which we call character. In a teacher, what do we wish to find? I wish to find a mind well trained, that can think. I wish to find a mind that thinking, does think, as I have said, broadly, profoundly, nobly. I also wish to find a pure heart. I wish to find a strong will wisely guided. I wish to find a keen, alert, and what I may call an unconscious conscience. I mean by that a conscience free from bigotry. I wish to find, speaking largely, a noble character. Every one whose happy work it is to select teachers has, I think, this same aim before himself. Oh, cursed be a teacher who is narrow here, or narrow here. (Indicating heart and head.) Cursed be the teacher whose ideals are low, whose methods are unwise; but blessed, thrice blessed be the teacher whose mind is like the heavens spreading over all, through the firmament of whose brain goes daily the great truths of God, shedding forth their radiance, and whose heart is like the earth, blessed by a mind daily giving forth its constant offering of the fruit and leaf of prayer and adoration and praise. A teacher of this sort is, I think, in the most blessed condition which God grants to human mortal beings, and is the worthiest agency for doing God's work, and the school and

the college are precisely identical in this respect. What a rich privilege opens to us as teachers. I seldom have a bad thought but I think how unworthy of me, set through God's grace to be in some sense a guide to young persons; I never propose to myself a mean thing but with the proposing I also say, How unworthy of you, Charles F. Thwing, thus to feel. I never have a good thought—and I do have them occasionally, I never have a noble feeling in my heart—and I do have one of times, but with it is also the thought that my character, thus put forth, may help to make nobler and richer every other life that touches my life. My friends, we are one in the emphasis to be placed on the worth of character in the school and college, and with that my simple talk is finished. I have, as you see, struck aside on the road of the relation of the school and the college, in respect to content of study—Latin or Greek or German or any other study, and I have asked you to think of these greater and, I think, more fundamental principles, the relation of the high school and college in respect to the love of country; in respect to the federation of the school and the college; in respect to the better adjustment of time and of work; in respect to culture; in respect to education for power, and also in respect to the worth of personal character. In these respects and many others I might name we are one, and one we ever remain.

DISCUSSION.

PROF. J. H. CHAMBERLIN:—It is very evident, I think, that we are all fully in sympathy with the earnest words of Dr. Thwing. We have endorsed them by our expressions already. It would be presumptuous as well as useless for me to dwell upon these great thoughts to which he has given expression, and so I will ask you to turn your thoughts in a little different direction. I take it for granted that we all believe in the higher education. I understand that the object of this discussion of the relation of the high schools and the colleges, prolonged through past years, has for its purpose the adjustment of the work in the two departments of education in such a way that the boys and girls may be led on from the lower to the higher, led on easily without any break, without any insurmountable obstacle.

I wish to call your attention to a few points which, it seems to me, we must always keep in mind in considering this question. It is not to be expected, perhaps not to be desired, that the relation between the college and the high school will in all respects continue to be permanent. Both forces change. Twenty-five years ago, I am told, the graduate of a high school in Ohio could enter without conditions almost any college in the country. In some colleges they could enter the Sophomore class. To-day, the graduates from many of our high schools go to the colleges unprepared in full. They may be admitted to the Freshman class upon conditions, or by substitution of studies or on trial, but they are not in the full sense of the term prepared. The relation has changed in these years. Not because the work in the high schools is of a lower grade now than it was twenty years ago—it is rather higher—but because that work is changed in character as well as because the requirements for admission to college are higher. These

changes will continue. We must expect that. The only point is to watch carefully the variation, and when there is danger of the divergence becoming too great, let corrective influences be introduced.

There are certain things that are pre-eminent, it seems to me, to which I wish to call attention, that we may have them in mind in the general question of adjusting details. One thing that I think we will all accept is that the colleges will continue to maintain the time-honored and thoroughly tried classical course, requiring both Greek and Latin for admission,—two years for Greek, three years for Latin, at the least. This course will stand as it has in the past the great course in the colleges all over our country, no matter how many other courses may be introduced. It seems to me, if this is the fact, that the high schools should accept it, and those of them that claim or desire to take their place among schools that give to their pupils the very best opportunities and advantages, must fit their pupils for the classical course in our colleges.

A second point that should claim our attention is this, namely, that only a small portion of the pupils in our schools are in a condition to avail themselves of the advantages of the classical course,—I might also say of a four years' course. Our colleges should take this point into consideration if they hope to keep in sympathy with the public schools of our State, if they hope to draw largely from these schools. Every college ought to have at least one course of study in which neither Latin nor Greek is required. I do not mean by this that the college should lower its standing; I do not mean by this that the college should give an A. B. degree for a kind of a bab course of study, but that it should provide for those who cannot spend so long a time in higher studies.

Again, I think we shall all grant that the relation between the colleges and high schools should be one of mutual sympathy and helpfulness. The high schools do a great deal for the college in fitting young men and young women for college work. They send them to the colleges. Perhaps in some cases they do not urge the necessity of a college course as much as they might. Perhaps they are not continually pointing their pupils to colleges as the goal of their work, but at the same time I believe they are doing, in a large measure, at least, their part in this work of helping the colleges. What are the colleges doing for the high schools? Are they doing as much as they should? Can they not help the schools more than they are helping them? You know there is a movement in this State to establish what we call university extension work. Colleges are trying to organize. I do not know the exact progress which has been made in that direction. Certainly this is a grand movement, one that we should foster and encourage as much as possible, and the question arises whether this work may not be more effectually done in connection with the high schools. May not a course of lectures suited to the capacity of high-school scholars and arranged in line with the work they are doing, while at the same time open to the public, reach a larger number and reach them more effectually, reach them more inspiringly, than by the usual method of university work?



J. H. SNYDER:—Martin Luther, in an address to the Common Council of the cities of Germany in behalf of popular education, said: "Education is knowledge, knowledge is power, and power is defense against church and state." But the good Quaker founder of Pennsylvania expressed the American idea when he said: "That which makes a good constitution is necessary to keep it, namely, men of education, wisdom and virtue." Washington still more concisely expressed the truth when he said: "The state must educate in self defense."

The relation of the public schools of Ohio to Ohio colleges, it occurs to me, is a secondary relation. The relation of Ohio schools to Ohio citizenship is that of first importance. These schools should afford to the youth education and culture essential to good citizenship, and yet within the reach of the masses by whom their financial support is furnished. In accomplishing this work the school should, and I believe it does, employ every available means to encourage the youth to extend their education beyond the high school, and to prepare them for entering upon the college course of study, but a good average well-grounded citizen should be the product of the Ohio schools. For the specialist, for the learned scholar, we must look to the colleges and universities. As far as possible, the schools should be nurseries to the college, but to lift these schools above the masses surely is of doubtful propriety and not conducive to the strengthening of either class of institutions. The good work already done in adjusting the courses of study of these two institutions is commendable and has done good work, but I believe that if the colleges would remand to the high school entirely the preparation for the college course both institutions would be strengthened.

The Boxwell law, so recently enacted, was not well understood by the masses of Ohio, and yet more than two thousand boys and girls have applied for certificates of admission to the high schools of their respective counties. This indicates to my mind that the masses of the people of Ohio, who support the people's schools, are desirous that their children should have a higher education than that of the public schools. It also indicates to me that they desire to have their children near home at the age at which they should do this preparatory work. It is a significant fact, and certainly one that should be encouraging to the college, that at least one-half of these applicants are boys; especially should this be the case since so large a percent of the students in the colleges are country boys. The education which our schools and colleges united, confederated, as has been said, should bring about, is that which Horace Mann defined when he said: "Education should prepare our citizens to become municipal officers, intelligent jurors, honest witnesses and legislators, and competent judges, the education, in fine, to fill all the manifold relations of life. Education should give to them earnestness of intellectual movement and keenness of moral vision. Education should inspire in them the love of truth." Such an education made general throughout the State would make intelligent citizenship, intelligence based upon high moral character, and that is the object of every unselfish educator in the State.

DR. E. W. COY:—I have listened with a great deal of interest to the fine address of Dr. Thwing, as we all have. It was very beautiful and very inspiring, and in a high sense very practical. It has left nothing to be said along that line.

There was one little side remark of his that I feel like noticing, and that is with reference to the shortening of vacations. That may do well upon the shore of Lake Erie, with such weather as you have here, but if I could take Dr. Thwing down to Cincinnati and let him see the boys and girls boiling and frying in the heat, as I have in the last few weeks, I think he would not desire to shorten their vacation.

I am a high school man, and I am interested in this subject, particularly as it applies to the high schools. In the first place, there is no organic connection between the high school and the college. I feel a little, in thinking over this subject, as the man did who was going to write a treatise on snakes in Ireland, and he began by saying there are no snakes in Ireland. So I might begin by saying there is no relation between the high schools and colleges. There certainly is no organic relation. The college did not grow out of the public schools; the public school does not owe its existence to the colleges. They arose independently, and they have developed independently. If we had a school system in this country, instead of a part of a school system, we should have a system by which the pupil could go step by step from the primary school to the university. But we have to accept things as they are. These colleges exist, and we have to do the best we can with them. I mean just what I say, we must do the best we can with them. We want a place where our high school pupils can step right into the college. Now, how can that be brought about? As has been said, a great many attempts have been made and a great deal has been said about this, but there has not always been as much sympathy and interest on both sides as there ought to be, notwithstanding all the talk.

I remember some years ago when I was on a committee of this Association to visit the association of colleges and see what could be done with reference to this very thing. We were received with a cold kind of courtesy that said to us more plainly than any words could that the matter we had in hand was a subject of no importance. I am glad we are getting out of that state of feeling. I am glad something has been done in this State as well as other states to bring the high schools and colleges together. In New England they have an association where the college men and the teachers of the secondary schools meet year by year and talk over the things of mutual interest to them. And so they are gradually adjusting the work of the high school to the work of the college.

Now, that is one of the things I would suggest in Ohio; that at least once a year the college men and the high school men who are fitting the boys and girls for college meet and discuss these things among themselves and see what can be done in adjusting the courses.

One other thing, and that is in reference to the high school side. We want more of the college in the high school. We want more college men and college women in the high schools and superintendencies of

the city schools of the State. That will give more interest to the boys and girls of the high school in a college education. There will be many more of them that will choose to go on with a college course if there are college men who are directing their studies, and who are constantly pointing them forward to something that is higher and better. I believe it is a very important thing that we should have in our high schools college men and women, and we should have more college men for superintendents of our city schools. I hope to live to see the time when the pupils of our high schools will step right up into the colleges themselves, as our pupils from the primary schools step into our high schools, and go right on.

F. G. CROMER:—We read somewhere that the average age of a man is about 33. Sixteen years of that time, or from the age of six to twenty-two, is spent in acquiring an education; four years in the primary grade, four years in the grammar school, four years in the high school, and four years in the college. Now, that is almost half of the average life of man that is to be spent in the study of books. It seems to me exceedingly important that each year's work hinge very closely upon the following year. There is not now that close connection between the high school and the college that there should be, and it is a great reflection upon the educators of this State that this is true.

I know that a great many pupils are leaving school without graduating, and while the desire to enter business has something to do with it, I am inclined to think that the establishing of proper relations between the high school and the college would remove much of the evil. We want courses that are uniform, as the elementary courses are now. Our high schools should be the feeders of colleges, and I believe there should be no preparatory department in the college. Our high schools should be made so good that pupils can enter the colleges without examination. It is so in Michigan, where the graduates of the high schools can enter Ann Arbor, and why can not that be so in Ohio?

DR. T. P. MARSH:—I am limited in time, and in order to get all my speech in I will give you all my points first, before I elaborate them, so that if I am cut short you will have my points anyway.

My first point is, the relation should be one of intimacy. Second, the relation should be one of adaptation. Third, the relation should be one of uniformity. Fourth, the relation should be one of consecutive instruction. My last point is, that it should be one of popular touch.

As to the relation of intimacy—we need to know each other better. We are not hostile, we are not indifferent, but we are negligent. I judge other college men somewhat by myself, and I was surprised when I came to think that during the last four years as college president I may have spoken a number of times at high school commencements, but I have only been caught in the high school once, and I was really caught that time. I did not come deliberately. Now, how can we get along and do the work that is ours unless we know each other better? We must become better acquainted; college men must visit high schools more; the high school teachers must visit the colleges more. If we get

to know each other better, we will learn our defects and know how to correct them.

The relation of adaptation: I think there should be such an adaptation between the high school and the college that the connection is easy and natural. Very often it is far from this, oftentimes it is violent. Sometimes the connection is so wide that the young people are frightened away, and it is of such a character that some of them are led to drop their studies, when otherwise I think they might be constrained to go ahead. Sometimes I think this adaptation is very much like the adaptation of the handle to the jug, all on one side. We find the high schools adapting themselves to the grammar schools, and also to the higher institutions by increasing their courses and raising the grade of their curriculum; but the colleges are not adapting themselves to the high schools. They are adapting themselves in the other direction, and each college is ambitious to be a leader of scholarship by increasing the grade of its curriculum, instead of drawing pupils in a natural way from the high schools into the colleges. I believe if we should adapt these courses, it might be as natural and as easy to pass from the high school into the college as to pass from the grammar school into the high school.

The relation of uniformity: I think we need to notice this. There is a great lack in the high schools of this State. You will hardly find two alike. You will find them just as different as though they were grammar grades, high schools, and colleges. Some of the high schools are hardly above the grammar grades, and some of the high schools are aping the colleges. The term high school should stand for something.

The relation of consecutive instruction: You recognize that. You know that some studies grow naturally and logically out of others, and yet it often happens that students break up their work and there is not the natural and logical connection. We need to hold our pupils as close to this relation as we can, because oftentimes the relations of the studies are as important as the studies themselves. Let us have each study in its proper place. Let us have, if we can, the good old substantial courses, the classical and the scientific. I want both the classical and the scientific. I am willing the scientific should be just as strong, and yet I think the classical course is just as conducive to mental development as a course of civil engineering, or a course of electrical engineering.

I pass to the last point, the relation of popular touch. I think we need to educate the people. I believe that is what we are for, and just so far as we fail to teach the people and educate the people, we are failing. We boast ourselves of being a country of the people, that our schools are established by the people and maintained by the people. We glorify the sentiment that ours is a government of the people, by the people, and for the people; and I would put in the one word education,—education of the people, by the people, and for the people. This is what we want, the education of all the people, and yet we are educating comparatively few. As Americans we are brought up not to believe in aristocracies. I have somewhat of the feeling of the psalmist of old, who hated his enemies with perfect hatred, for I hate the aris-

tocracies with perfect hatred; and yet I am afraid we are educating our aristocracies. We are putting our schools on a level where only comparatively few can get through if they would, and thus we are in danger of building up an aristocracy. We ought to take just as many people clear through the college course as possible.

I would say let us shorten the courses, and we can shorten them in a way not to lower the grade one particle. When I first heard President Eliot's suggestion in this regard, I held my hands up in holy horror, but I am now more inclined to think he has struck the right note. Let us see if we cannot save a great deal of time for the pupil, see if we cannot get these adjustments so they will pass from one to another naturally. Young people should have training if they are to be qualified for the real demands of life, and it ought to be by college education, for I believe that is the thing when you come to the professions, and also for active business life. Let us have college education thorough and genuine, and I believe it will be right along the lines which have been here suggested.

It was my privilege when I was in the city of Chicago to make a careful examination of some of the large buildings there. I looked at the Masonic Temple, 23 stories high, and learned how they dug some thirty feet deep for their foundation. First, there is on the bottom a course of railroad iron about six inches apart, with cement between, clear across one way, and then they turn and go clear across the other way, and so backward and forward, until they have twenty or thirty feet of that kind of substantial material. No wonder they can build magnificent structures 23 stories high with safety, and how grand they are. Let us build that way,—broadly, deeply, thoroughly, and what tall men we will make for time, and what tall angels for eternity! I am glad that President Thwing has rung the changes upon this idea of using more time through the year, keeping in touch with the pupils right along. I heartily support that idea, and I congratulate him as standing as a reformer before the educational public.

W. A. SAUNDERS:—I shall call attention to only two or three points which I consider of paramount importance in the discussion of this question. Attention has been called to the length of the courses of the high schools and the colleges. The feeling is general throughout our whole country, in educational circles, as well as outside, that our high school and college courses are too long. But how to reduce the time and yet obtain the best results is a problem not yet fully solved. It is not by any means an easy problem.

The last speaker spoke of visiting the Masonic Temple and of its firm and lasting foundation. It seems to me that this illustration fits the primary education in our schools. I believe to-day that the primary teacher in our public schools is doing the great educational work of the country. Those connected with the colleges tell us that we can shorten our primary work. If there is a place where four years are absolutely required it seems to me the primary school is that place. If the primary work is done thoroughly, the educational superstructure which is built up will be enduring and lasting.

We are also told that we must introduce algebra and a certain amount of scientific work in the grammar grades. We are also told to introduce Latin and Greek. These suggestions may be good for a select few, but is the plan feasible for the many? Ninety-five percent of our pupils never advance beyond the grammar grades. They go out from us to begin the battle of life. The other five percent should not be overlooked, but is it possible for our high school courses to be so arranged as to suit the five percent of the pupils who go to college, without detriment to the larger number who never go inside the walls of a college, but depend upon the common schools for their education? Our duties are divided. We must do the best we can.

I am impressed with the value of these discussions. The discussions upon all these topics are profitable, and especially the subject of this morning, which is of so much interest to all who are connected with high school and college work. We must carefully consider and form our own conclusions, more or less influenced by the several positions we occupy. The colleges and the high schools are gradually coming into more perfect touch. It is merely a question of a few years when there will be such an adjustment that our pupils, when they complete their work in the high schools, can step into their places in the college, and perhaps a year's time may be saved. But I am not of the opinion, as I was once, that the entire idea in the formation of our high school courses should be to fit the pupils for college.

PROF. H. C. KING:—I have no speech to make, but I simply want to make a practical suggestion along the line that this Association is already working. You will not forget that the joint committee of both the high school and college associations agreed in the recommendation, not only concerning courses of study, but also looking to a plan of visitation of high schools. If that plan fails it will be either because of jealousy among the colleges, which I hope will be avoided entirely, or because of indifference on the part of high schools. It seems to me that what we need in this more than anything else is personal contact of school and college teachers with each other, and that will be largely brought about by this plan of visitation. You perhaps know that there has already been formed a confederation of colleges—some thirteen out of seventeen colleges in the association having already agreed to enter into such a federation, and to appoint a committee representing at least two of these colleges to visit any high school that so requests, to look over its course of study, examine into its work, and if found satisfactory, to put it upon the approved list of high schools. We must work the machinery we already have. I am very much taken up with the idea of having our high school and college teachers nearer together, and while I believe in most that has been said on this subject, I believe and hope that many schools will forward to me as chairman of the college committee, during these next few months, a request for a visit from the different colleges of the association.

## THE RELATION OF THE TEACHER AND THE PARENT TO THE SCHOOL.



BY GEORGE F. SANDS, CINCINNATI.

*Ladies and Gentlemen:*—I am an object of commiseration this morning for two reasons. In the first place, the time allotted to me on the program has expired, so that my speech is over; and in the second place, the matter of my speech, the points of which I wrote on this little paper and gave to two persons, who are to follow me in the discussion, have nearly all been given you by Dr. Thwing, and given in an impressive manner, so that my speech has been well delivered already. Therefore I beg you to be as patient with me as possible. The subject that I have to speak upon for a little while is the relation of the parent and the teacher to the school. I shall not say anything in regard to the legal relationship between the teacher and the pupil, the law has defined that. I did intend to confine myself entirely to the thought so beautifully expressed by Dr. Thwing, the individual relationship, the professional intimacy which the teacher as a leader should have with the child in order to develop character. I want to look at this question this morning from a business standpoint, if I can.

George William Curtis, known to you all, a classical writer and brilliant thinker, an advocate of teachers' rights and an admirer of the teacher's work, said in an address recently before the New York Teachers' Association, that "richly endowed institutions with palatial hall and magnificent equipment did not constitute the school." One of the speakers this morning said that the pupils constitute the school; but I wish to say with George William Curtis that the teacher is the soul of the school. He must be a man of irreproachable character. The community must recognize and respect him, and whether he lives like some of you, in very humble localities, not marked upon the map of the State of Ohio, or like I do and a few others who are listening to me, in a great city; yet he should be a man, either in the country district or in a ward of the great city, of irreproachable moral character. Happy will it be, not only for the State of Ohio, but for all the states of this Union, when the men who have crept into this profession of questionable character should have public sentiment so stirred up in every community that they would be rapidly compelled to quit. The school room is too sacred a place for a man of questionable habits and character. It is second only in holiness of position to the pulpit itself. It is in some respects a position where greater impressions for good can be made, or practical work for the upbuilding of humanity can be done, than in the sacred desk itself. Hasten the day when the men and women who teach school shall be recognized as irreproachable in life and of pure conduct in every act of their lives. The teacher's very presence in the morning must intensify the genial atmosphere that should pervade his school room. Two years ago I had a teacher connected with my school whom the children would go two squares in the morning to meet, and go in squads of ten and twenty, happy in her smiles. Oh, how much

influence that lady could exert. During the term, pupils from the different years of the high school would make their pilgrimage to the school of which I am principal, and after coming to my office and receiving my encouragement and my benediction, they would immediately make their way to Miss Blank's room in order to catch new inspiration, thus testifying to her power over them.

Every day the skillful teacher should make a pilgrimage into the inner chamber of his own consciousness and analyze the motives for the day's work. And blessed is the man or woman who is able to make this introspection, this analysis of motives. He should guide the children, he should encourage them, he should develop them. He should cheer those who are hopeless; he should protect the weak in body; he should be the friend and protector of the weak in intellect; he should inspire the dullard; he should educate, he should lead out the youth committed to his care. He should control with easy skill, not with rules.

I well remember that in my early years of teaching I was actuated by the purest of motives, but I failed to comprehend the magnitude of the work that lay before me. I had an idea it was my duty to teach facts, that it was my duty to follow a course of study rigidly, constantly, thoroughly, and I labored under that delusion for about ten years of my life. I had an idea that it was my duty to hear recitations and to mark them in the register. Two of the registers that I kept in those years are still remaining. They are models of book-keeping. They are all added, subtracted, multiplied, divided, averaged. I spent hours and hours doing that clerical work, hearing and marking recitations. A good man came along one day and was appointed principal over me, Mason B. Parker, a companion of John Hancock. You all remember them both. Mr. Parker said to me privately, getting me in a corner one day, "See here, the object of the school teacher is not to hear recitations. His work is better than that. You don't understand the object of school work." I had an idea that I did understand. It is remarkable how teachers, young teachers I mean, think they know. I was thunderstruck, but it set me to thinking and did me a great deal of good for a great many years. I have not been a hearer of recitations for a long time, but my effort has been in other directions.

I had nine rules on the board in those early days, and I fought for them and defended them and went down with them in the wreck. There wasn't a boy in that school that has amounted to much since, that did not have ambition and enterprise enough to try whether he could not break all the nine of them. One of the boys who succeeded the best in breaking every one of them repeatedly, has since become one of the most prominent men in the city of Cincinnati, and for two years was my trustee. I told him in those early days that sometime, for breaking those rules, he would land in the penitentiary. I proved a very poor prophet. After he was appointed my overseer, every time I had the opportunity, I tried by my ease of manner and cordiality and courtesy to efface from his mind those recollections which haunted mine, and I imagined it served me right that he was looking down with compla-



gency upon me and thinking, "oh, what a fool you were when I went to school to you."

The teacher must analyze his surroundings, he must check and curb with skill. Did you ever drive a horse of high mettle? Do you jerk him? Oh, no, but you gently touch the one rein, and you skillfully touch the other rein, and the animal leaps forward with exultation, and you control him in all his movements. The American small boy, like the American boy of larger growth, cannot be taught by bravado or by warlike assumption of power. The noisy teacher can never get him under his control. Power in this relationship between the teacher and the child never comes from noisy bravado or loud tones of voice. The American boy sees through that.

The teacher must be real. If he is a hypocrite, he had better be in some other vocation, because the young men and young women can see through him. The wise teacher skillfully utilizes the peculiarities of his pupils. There is a boy that troubles you in the yard. He is full of life. Call him into your office and have a little confidential chat with him. Utilize his peculiarity; do not put a snuffer on it. Do not do that, because that is what will some day make him a great man in active work. Call him into your office and make him a marshal in the yard. One day I did that with a boy that troubled me very much. I sent for him and I said, "I want a marshal, and I believe you can make one." "Do you want me to get the boys in line?" "Yes, do you think you can make them get in line yourself, Jones?" and I went on and explained to him all about what was wanted, and he made a grand marshal.

I had another boy that troubled me. I will call him Gibbs. He was sent to me one day with his copy-book all full of wheels. The teacher had been teaching him the arm movement and he was sent to my office. I knew the boy well. He is now one of the best business men in Cincinnati. He makes more in one year than I do in two and a half. Well, he came to me with his copy-book full of great big wheels. I looked at the book and I looked at him, and you know what my inclination was, but I said, "Why did you do that, Gibbs?" "Oh, the teacher said I must have the arm movement." "Oh, she did?" "Yes." "Well," said I, "you have got it, you have got a fine movement. I don't believe that I ever saw any such movement as that—not quite so much movement. Look here, do you see that long sweep of the pen? Now that is movement, that is fine. Did you do that, Gibbs?" "Yes." He was a little suspicious of me, but I kept on. I said "why, that is a splendid movement." "Well," he said, "I think I can do better than that." I said, "Gibbs, now I hardly think you can improve the movement much, but you might do this;" and there I had a chance to give him a lesson. And I said, "come to me again in a few days and let me see your book again." He did. He writes a magnificent hand now. It started him on the road, you see. That was not in the course of study. How much influence that had in developing the best that was in that boy, nobody knows but the recording angel.

That school teacher, however humble she may be, that spends her time in carving out these images of beauty, not upon the perishing marble, but upon the human soul, is doing magnificent work, and no one here can estimate the value of her work. But, thank God, I have lived until time has turned my hair grey. Thank God for the thought that the faithful, conscientious, earnest, devoted teacher is receiving recognition for her work, which is recorded by a higher hand, and the reward will come in the better country.

#### DISCUSSION.

BESSIE CHARLES:—I came to Cleveland because I felt it a professional duty; and I offer some remarks because I have been requested so to do. I do not regard it as merely a personal compliment to myself, but rather as a tribute to the profession of which I am a humble member, or, otherwise, a tribute to the teachers of our section of the State, who are a part of the noble army who help to educate the children of our country.

It has been wisely said that the home is the birthplace of the whole man. As we become better informed we are more thoroughly impressed that the most effective of all reformatories are our homes. We learn, too, that truth, honesty, and moral responsibility, respect for the rights of others, and the ability to live as peaceful contributing members of a community, are the result of homes where these elements are planted, and where all that is admirable in virtue and beautiful in truth are taught and nurtured.

The unit of our national life is the individual. The home environments, physical, mental, moral and spiritual, which give a forecast of his relation to the national life are fashioned in our homes. I truly believe that all offenses against law, against manners, and against order, have their origin in our homes. It is the birthplace of the child spiritually, mentally, socially, and morally as well as physically, and the stamp here placed upon him for weal or woe, for good or ill, usually follows him through life.

With so much depending upon early home influence, we can have but one conclusion as to the relation the parent and the teacher must sustain to the school. Next to the home comes the school—next to the mother stands the teacher, and it is the office of the school and the teacher to co-operate with home influence when good, and as far as possible to mend, modify and change any improper tendency that arises from neglect of proper training or improper home influence.

There are none here present but can recall some teachers that stand out like high peaks over others, in the good they have done in the formation and development of the character of pupils whom they have had under them. One of the most desirable qualities in the make-up of any human being is the disposition to reverence the good and great things that have been accomplished by the nobler ones of earth.

The world to-day stands in much greater need of deeds than of creeds, wants bread more than dogma, needs charity more than ceremony and love more than intellect.

A child while in school is pretty apt to measure much of the good and bad of others by his teachers, even more than by that of his parents. Of all the true, noble, and beautiful characters, none should be greater than that of teacher. If a teacher is thoroughly good and impresses that trait of character upon his pupils, he has the best certificate of fitness for his vocation that any board can ask; without such character all other qualifications pale into insignificance.

In my teaching, I always try in each lesson to bring out the best thoughts in it, and always strive to present the most beautiful side of the subject. One of the highest gratifications to any teacher should be a consciousness that he has made his pupils more gentle, polite and manly. Believing personal experience is the best method of illustrating and interesting, I will here relate a case that occurred in my first year's teaching:

A boy named John, who had a school reputation that was not enviable, came in two months behind the class, cross and discouraged with life in general. I gave him full sway the first day. At its close he did the crowning act. I requested him to remain after all the others had gone. I spoke in the kindest tone, telling him of the disadvantages of being behind, and named some of the threats he had made against me. I well knew his home life, and I told him if he would obey and try to learn, he had a fast friend in me. He came promptly the next day, and for the rest of the year I had not a better boy in my room. At the close of the term, when loving remembrances were in order, John handed me a bouquet of roses that I valued more than all others, for the meaning it conveyed. I may add that this boy had the most unfavorable home environments.

Is it not a sad commentary on the home life of some of our public school children, that the first transforming word of kindness should not have been spoken years before at home, and by it those years of sin and sorrow saved? It shows that all children have within them something of good which will come out, if the right method is used.

What is the real object of education? It may be briefly expressed in a single sentence: train the child to think right in all directions, for we all have learned

“'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined!”

Children are sincere, but we all agree that it requires the greatest care and most careful direction to develop and strengthen the best traits. Character gives purpose to life, and all else is to serve this purpose and harmonize with it. Locke looks upon firmness of character as the chief end of educational work. The purpose of the sciences is to furnish compass and chart, as well as the knowledge needful, in the journey of life, but character is at the rudder always. Nature gives talents; education gives character.

Our school readers of to-day are filled with such selections as afford ample opportunity for the teaching of patriotism. I believe in giving lessons on love of country, and having the children sing “America,” “The Star Spangled Banner,” and kindred songs, until the heart thrills with emotion and is ready to say,—

"Long may it wave  
O'er the land of the free,  
And the home of the brave."

Let the flag of our country be wound about every pillar and float from every house-top. Let the children feel that their glorious country is bounded on the "east by the rising sun, on the west by the evening star, on the north by the Aurora Borealis, and on the south by manifest destiny."

Most parents really do want good schools. That school influence is the best that nobly seconds the influence of the best homes.

By lack of interest shown by parents in not visiting schools and in not manifesting an interest in what we are doing, we often feel that instead of mutual sympathy between parents and teachers there exists an outward indifference and an inward prejudice,—that the relations that should be united together for the welfare of the child are fitly represented by *saw-teeth*. I believe that for the best interests of the child we should be governed by the rule of the Divine Architect, "Be United." Let the parent visit the school, and the teacher in return visit the home, so that they may become better acquainted and work in harmony to promote the best interests of the child.

You will allow me, in closing, the privilege of reading to you the sweet familiar verses called "The Children's Appeal":

"Give us light amid our darkness,  
Let us know the good from ill,  
Hate us not for all our blindness,  
Love us, lead us, show us kindness,  
You can make us what you will.

"We are willing; we are ready;  
We would learn if you would teach;  
We have hearts that yearn toward duty;  
We have minds alive to beauty;  
Souls that any heights can reach.

"We shall be what you will make us;  
Make us wise and make us good;  
Make us strong for time of trial;  
Teach us temperance, self-denial,  
Patience, kindness, fortitude.

"Look into our childish faces;  
See you not our willing hearts?  
Only love us, only lead us;  
Only let us know you need us,  
And we all will do our part.

"Train us, try us; days slide onward;  
They can ne'er be ours again.  
Save us, save from our undoing,  
Save us from ignorance and ruin,  
Free us from all wrong and stain.

"Send us to our loving mothers,  
Angel stamped in heart and brow;  
We may be our father's teachers,  
We may be the mightiest preachers,  
In the day that dawneth now.

"Such the children's mute appealing;  
All my inmost soul was stirred,  
And my heart was bowed with sadness,  
When a cry like summer's gladness  
Said, 'The children's prayer is heard.' "

D. F. Mock:—The relation of the teacher to his school is broader than that of the physician to his patient, or a lawyer to his client, or even a clergyman to his flock. The children, during school hours, are transplanted from the affection and guidance of the home to the instruction and care of the school. The parent for the time entrusts his power and responsibility to the hands of the teacher. The teacher sustains a four-fold relation to his school: a mental, moral, physical and social relation. I beg leave to confine my part of the discussion mainly to the physical relation, not because the others are less important, but because this one is the more frequently overlooked. We as teachers cannot consider too fully nor too seriously our moral attitude to the school. It is in fact to us the question of supreme importance. "The question which impresses me most profoundly," said the fearless Webster, "is the question of my personal responsibility to God." Next to this question in rank is the teacher's moral relationship to his school, individually and collectively. The chief end of man is to glorify God. Some people seem to believe that the chief end of man is to glorify his stomach and to enjoy it forever. This is not so gross a perversion of the truth as it may seem, for a man's chief end, like his pocketbook, lies not far from his stomach. A healthy stomach is the basis of a sound body, and a sound body is the substructure of a sound mind and of a pure and cheerful heart.

It is the duty of the teacher to teach the child to subordinate the appetite for eating and drinking to the laws of health and physical vigor; to regard his body as a magnificent and holy temple, more sacred than the sibylline books; to cultivate personal beauty, manly grace and dignity. Symmetry of form, grace in movement, fairness of complexion, bloom on the cheek, Godlike radiance in the eye, are worth attaining. They are as precious as gold, yea, as fine gold. They are as much to be desired as intellectual acumen or social refinement. May not this Nineteenth century sit at the feet of Greece and learn how to glorify the mind by glorifying the body? I believe in a system of education which will glorify equally both the body and the mind. Then may we hope to glorify God. Shakespeare has written, "Let the ends thou aimest at be thy country's, thy God's and truth's." But these cannot be obtained by a system of education which does not provide for an equal cultivation of the body and the mind.

## HOW TO HOLD BOYS IN THE HIGH SCHOOL.



REPORT OF COMMITTEE BY ITS CHAIRMAN, DR. S. F. SCOVEL.

*To the Ohio State Teachers' Association:*—Your committee appointed last year to make inquiries concerning the disparity as to numbers between the boys and girls graduating in the high schools of our State, to ascertain causes and to suggest remedies, begs leave to report.

And as its chairman, I must be allowed to commence with an apology for delay in beginning the work of collecting information, and in failing to press the matter forward as its importance deserved. Dr. Alston Ellis having removed from the State, and Supt. Treudley having responded kindly and efficiently to my request for aid when made, the responsibility for the present less adequate report lies wholly upon the chairman. Had he known all the year would bring him, he would have been quite justified in refusing the commission.

Some examination has been made of the reports of the Commissioner of Education for the decade 1880 to 1890 (the last report available), and some recent figures, facts and opinions have been gathered by circular for 1891 and 1892. About forty superintendents were addressed, distributed in cities of above 25,000 inhabitants, below 25,000, and in villages and towns. To these circulars *eleven* replies were received.

With such materials it is evident that no thorough and adequate report can be made. But it is worth while to remember *first*, that the main drift of the facts is unmistakable; and, *second*, that were the facts less pronounced, even, than they are, the main interest would center as it should, about the discussion of causes and remedies; and *third*, that the experience out of which only the true account of the causes and best suggestions of remedy can come is here in proper person in these teachers and principals who have been practically wrestling with the question for years.

Moreover, interest may be awakened, and concentrated where it is already awake. Discussion begun here may be continued in institutes and in smaller circles, until all the facts shall become familiar and the prophylactics and correctives be made efficient. A new committee may also, possibly, be appointed which shall accomplish the work of thorough tabulation of facts and opinions, and then pursue the inquiry to the comparative stage of parallels with the experience of other commonwealths and even of other countries.

The facts may be first presented as they are found in the official record:

YEAR.	TOTAL.	BOYS.	GIRLS.
1881	1035	284	751
1882	1110	336	774
1883	1388	412	976
1884	1544	480	1064
1885	1888	536	1352
1886	2177	740	1437
1887	1989	621	1368
1888	2428	813	1615
1889	2205	716	1489
1890	3009	1010	1999

The relations of the totals to population and to school enumeration, and to school legislation, and to the growth of institutions of higher education, and of the normal schools, etc., would present a series of interesting questions, but they do not concern our present inquiry. It is sufficient to note a healthy growth in these totals and a constant one, except that in 1887 and in 1889 there was a decrease from the preceding

year. In 1887 there were 188 fewer graduates than in 1886; and in 1889 there were 223 fewer graduates than in 1888.

You will notice that the proportion between the boys and the girls, which is for us the important thing, is steady even while the totals fluctuate. It is quite as difficult to answer why that proportion should be nearly unvarying, as it is to penetrate the reason for the large fluctuation in the totals.

Close calculations of percentages are unnecessary. The eye reads at a glance that there is a rough scale of two-thirds girls and one-third boys. See how often the initial figures repeat this proportion :

In 1886 they go, boys 7, girls 14; total 21.

In 1888 they go, boys 8, girls 16; total 24.

In 1889 they go, boys 7, girls 14; total 21.

In 1890 they go, boys 10, girls 19; total 29.

The only comforting fact about these figures is that the proportion of boys does not seem to be lessening but rather increasing. During the first five years the proportion does not reach one-third; during the last five years it is only once below that mark.

There is nothing to indicate any different general result in the more recent figures at our command. For example, in the Cincinnati schools there have been more than one-third. Taking the whole out-put of the high school of Wooster, less than one-fourth of them are boys. The contrasts are sometimes pointed, as at Fredericksburg, Wayne county, there were graduated this year 3 girls and 1 boy; while at Shreve, in the same county, there were 3 boys and no girl. At Circleville, there were graduated in 1891, 2 boys and 9 girls; in 1892, 5 boys and 10 girls. At Canal Winchester we find in 1891, 4 boys and 1 girl; in 1892, 3 boys and 2 girls. At Lima, in 1890, every boy abandoned the incoming senior class. At Athens, with a high school enrollment of 22 boys and 42 girls, there are 8 boys graduating this year and only 6 girls, a result difficult to understand. In Youngstown, with an enrollment of girls more than twice as large as that of boys, the proportion is maintained and the graduates are 5 boys and 12 girls. In Troy, we have nearer equality—6 boys to 8 girls in 1891, and 3 boys to 5 girls in 1892; yet the superintendent gives the average proportion as boys 1 and girls 2. In Akron, the graduates of this year number boys 22, girls 48. In Circleville, we find boys graduating this year 5, girls 10.

Take two cities near together, and we find Gallipolis graduating 9 boys and 12 girls, while Iron-ton has only 2 boys to 13 girls. At Wellington we find an almost typical equality. In 1889 there were graduated 17 boys and 13 girls; in 1890, 8 boys and 9 girls; in 1891, 10 boys and 15 girls; in 1892, 10 boys and 18 girls; but ere that can grow to the  $\frac{1}{2}$  against  $\frac{2}{3}$  arrangement, the indications for 1893 are 15 boys to 10 girls and the aggregate of 17 commencements is 117 boys to 110 girls.

Taken all in all there is about the same disparity in the more recent figures as in the older ones, and there is little room to doubt that the proportion of one-third to two-thirds may be considered not only as approximately correct, but as probably established, unless some strong force to alter it develops betimes.

It deserves now to be noted that this disparity does not exist to any appreciable degree in the population, nor in the school enumeration, nor in the school enrollment, nor in the earlier years of school attendance. Concerning this there seems to be entire unanimity, as also concerning the fact that it begins to develop in the last year of the grammar school, is more plainly visible in the first year of the high school, and reaches its maximum at the close of the second year.

It is thus, in a certain sense, localized. It is seen to be probably due not to any radical and therefore ineradicable cause, not to an incurable disproportion or to any disability inherent in the class which declines; but to something which appears at a time-mark, and apparently is an influence or set of influences from without. It presents a more hopeful aspect so.

II. We may ask now after the significance of this probably established fact that but one-third of the graduates of our high schools are boys.

1. It is of vast significance as showing that the *coming woman* has this much more of a guarantee of power and permanency than the coming man. We surely cannot deny either that knowledge is power or that our high schools give knowledge.

2. It is significant because the rapidly growing importance of the *business* classes as distinguished from the professional attracts the attention of all thoughtful observers of tendencies. The men of business are rapidly becoming the men of control. We speak of the directing classes, but the directed classes are disappearing. The socialists find the terrible *bourgeoisie* more to be dreaded than the thinkers. The final court of appeal they are, and of right ought to be, and ever must be, as to decisions in political and social life. Professor Edmund James has written (Address to American Bankers' Association, 1890): "This is plain enough even in Europe where it is still kept back by the predominance of the court, the army and the church. \* \* \* It is, however, beyond all doubt true in this country where the great merchant prince, the railroad president, the great manufacturer and banker have succeeded to the place of power once held by the great orator, statesman, lawyer or clergyman. The professional class is losing ground, the business world gaining it. Whether for weal or woe, the control of government, of society, of education, of the press, yes, even of the church, is slipping more and more rapidly into the hands of the business classes, and it is this class which to an ever increasing extent will dominate our political and social life."

I am not quite so sure of everything thus said by this penetrating man, but enough is realized by us all to make it rather a startling question when I ask: *Shall the dominant class be an uneducated class?* And yet that is what it means to have the high schools deserted in such great measure by our boys, because these schools constitute the people's college. Thousands have opportunity for nothing else; then what follows if they do not get that? Money they will get, and money is power as certainly as knowledge is (and in some directions it is more dynamic); and their power will be uneducated power, than which (mark it!) noth-



ing is more to be dreaded in a society constituted upon the true principles of manhood.

3. Another significance further appears when we think of the reproach to our civilization which comes with a tendency to avoid the privileges of education freely provided. It means the most alarmingly defective ideals. And ideals, whether popular or scholarly (whether ideals of the cave or of the forum), always tend to grow fixed and to perpetuate themselves. Here emerges the danger of a commercialism as dangerous as the ancient animalism or the modern intellectualism, and as determined a foe to the character which education seeks to construct.

4. And consider, also, what a miserable result of the elaborate arrangements of the commonwealth for an ample intellectual life this state of things, with its dangers of perpetuation and increase, presents. These last years are the very best years for building mind. The body has been somewhat subdued to the control of reason. The mental apprenticeship has been partly served and the master workman has become a possibility. And yet all the best plans of the students of education, and the best provisions of the state, and the best impulses of philanthropy, are all blighted at the very point of initial realization.

5. And the significance only becomes more apparent when you remember with what disastrous *moral* consequences the abstention from higher school privileges must be accompanied. Especially if some of the assigned reasons be correct, then these very best years for the finishing and confirming the character training of the past years cannot be lost without imperiling the whole moral result of our educational appliances. And what do they exist for if not for that result? And these years are the very worst years for the sway of temptation unrestricted by the healthful restraints and healthful associations of school life. Does any observing teacher need to be told where and how much of the first year of the boys who drop out of school is spent, and what is the mark of that year upon their after lives?

6. Nor less plain is it in every consideration of a religious nature, that this is a matter of profound significance. Every religious interest of society is connected somewhere with those of our boys and younger young men. The problem of our day, religiously, is the saving of our cities, and that is just the problem of the salvation of our young men. The parallel holds between the school and the church with considerable exactness. The same influences which depopulate the one lessen attendance at the other. What tears away from the larger culture of mind and manners sweeps away, too, from the deeper cultivation of the soul. The unintellectual habit and the worldly habit are close congeners. How rarely, for example, does the boy who leaves the high school for other cause than necessity, continue in the Sunday school? We may therefore say that, as to preserving the balance of power in future as between man and woman, as to influence in social and political life, as to vital consideration, intellectual, moral or religious, scarcely anything more profoundly significant can engage our attention than the established fact that only half as many boys as girls finish the curriculum of our high schools.

III. If what has been said is true, then we ought to inquire for the causes which are producing this state of things. An enumeration of them may be made, with but little attempt at classification, or at determining their relative causal force.

"Services of boys in the family are not only of great value to their parents, who in many cases maintain their children at school at great personal sacrifice, but not infrequently these services become a matter of necessity for the support of the other members of the household; and boys in a manufacturing city like Cincinnati find employment sooner than girls."—Morgan, of Cincinnati.

"Early employment is a necessity. Apprenticeship must come early to be most effective. This is shown in the large success of the Pratt Institute, Brooklyn."—Treadley, Youngstown.

"Positions are fewer than applicants, and parents really desirous of sending their children through the high school must seize opportunities when they come."—Lewis, Circleville.

"Boys' labor is more readily converted into money."—Cole, Marysville.

"Girls, as a rule, are ambitious to complete their education in order to prepare themselves for teaching or other vocations requiring education."—Morgan.

"Girls need the high school work to fit them for places open to them. Boys do not need it for 'shops' or 'jobs.'"—Comings, Ironton.

"Boys are anxious to get out into business life."—Morgan.

This is encouraged by the general sentiment that "business boys and men do not need, and mechanics and farmers do not need, cultivated brains."—VanCleve, Troy.

"Employers foster the idea that business boys and girls must begin young." And to this they are inclined because "thus they get a good deal of good service at a *very cheap rate*."—Lewis, Circleville.

"Parental restraint becomes irritating and a spirit of independence takes possession of the boys."—Morgan.

"Young American ideas that parents are old fogies, teachers are tyrants, and the world is suffering for their presence."—VanCleve.

"Restraints and mental strain of school harder for boys than girls."—Lewis.

Emphasis is laid upon "the freedom and license of street life. This appeals so much more to boys than to girls and it is expected they will avail themselves of their advantages. By far the most universal cause for withdrawal."—Comings.

"Pupils on passing to the high school are confronted with an entire change of teachers, scholars, studies and methods of instruction, that many are not strong enough, *physically*, to withstand."—Morgan.

"Pupils entering the high school do not get that individual encouragement from the teachers that they were accustomed to and which they found of much benefit."—Morgan.

"Many now entering high school are too old to go back to the grade they have just left, and yet are unfitted to take up the advanced work."—Morgan.

"Poor preparation."—Jewett, Youngstown.

"Many without real literary taste find the work of high school too hard, especially without home support."—Treadley.

"Lack of interest in school work, arising from past neglect, and resulting in falling behind the classes and thus in prospect of failure of promotion."—Major, Hillsboro.

"Many boys do not like school and their parents, not appreciating the value of an education, do not use the parental authority they ought in the matter."—Wheaton, Athens.

"University draws away more boys than girls, especially further along in the course."—Wheaton.

"Higher institutions take away more boys."—Mohler, Gallipolis.

"Business schools draw boys away."—Jewett.

"The real advantages of a high school education are not *known* and not *felt* by parents, hence a lack of encouragement to go forward."—Treadley.

"Many failures are discovered among those who have had high school and even college education. They show no more than ordinary capacity. They are mis-representatives of culture."—Treadley.

"The sinful extravagance of this generation which finds ten ways to spend where the former found one; the excessive desire for spending-money to be worse than wasted on cigars, buggy rides, dances and what-not."—VanCleve.

"The girls are expected to remain at home while the boys must hustle. Schools are therefore more convenient to use up the time."—VanCleve.

"Bad habits formed by boys."—Major.

Certainly enough is hinted at in this enumeration to show us, fellow-teachers, that every imperfection of our common human nature, every wrong estimate of money as more than manhood, every stress of organized and effective temptation laxly and negligently permitted in our social life, every greed of employer, every keen competition, every failure of our own hearts, minds, and methods to interest our pupils and kindle noble tastes, are combining to drag away the boys from the advantages for mind, body and estate which are so amply provided in our high schools. It is clear that society is taking out with one hand what it is putting in with the other, and cheating itself meanwhile with a double satisfaction at a high range of individual liberty and an equally high rate of taxation for the noble purposes of education. We can point with pride to our magnificent high schools and with equal pride to the vast number of boys who neglect them.

Surely the case which is so distressing in its statement, and can be traced with such certainty to its causes, ought to admit of some remedies.

IV. Let us see what can be suggested by way of remedy. Time forbids more than a mere enumeration :

1. Establish an intermediate or preparatory grade between the grammar school and the high school, or in some way bridge the chasm that now exists.

2. Organize an Ohio Association of high school graduates, as suggested in a late number of the *Ohio Educational Monthly*, by G. P. Coler, and thereby create an educational enthusiasm and a sentiment in favor of completing the high school course.

3. Discuss the matter before the boys and before the community. Explain the obligations which grow out of the provisions made by the state. Maintain that it is lack of intelligent patriotism for a boy to present himself to his country with a dwarfed intelligence and a lessened capacity to do good work for the land. Teach that unnecessary neglect of the best available education, to get into money-making, is one form of selfishness increasing the very competition which it assigns as its justification.

4. Discuss individual instances with the teachers, and let some one best circumstanced visit pupils' homes and encourage aspirations. Watch the beginnings of restlessness and failure.

5. Establish elective courses and meet the needs of individuals as far as possible.

6. The retaining influence of manual training should be carefully investigated.

7. The Senior class might be granted some special favors, such as permission to study at home and come only to roll-call and recitation.

8. Introduce such practical studies as bookkeeping, typewriting, telegraphy, etc.

9. Establish co-operation between high schools and colleges.

10. Secure better teachers.

11. Employ better methods of instruction.

12. Make high school work attractive.

13. Educate the community up to a better educational sentiment.

14. Keep the money value of education before pupils and their parents.

15. The women must come to the rescue. Says Supt. Comings: "There is a great awakening of womankind, an instinctive demand for education and power. They are saving themselves, and by and by they will save the men."

In conclusion, it may be asked:

1. Ought the disparity now existing to be remedied? Surely there may be but one answer here.

2. Can it be remedied? Certainly it can. The right must win.

"To doubt would be disloyalty,  
To falter would be sin."

We need courage and faith—faith in God and good men, faith in a coming millenium when the "little child shall lead them," and everything be made to turn upon the interests of the coming generation, when we shall live for those to whom we have given life and into whose hands we must so soon deliver every valuable treasure of knowledge, wealth or institutions. The boys of Ohio *must and shall and will love knowledge!*

## HOW CAN THE OFFICE OF STATE SCHOOL COMMISSIONER BE INCREASED IN POWER AND EFFICIENCY?

5 [Dr. J. J. Burns, to whom this subject was assigned, spoke without manuscript; and the stenographer, supposing his address to be written, made no report.—EDITOR.]

### DISCUSSION.

HON. C. C. MILLER:—The State Commissioner of Common Schools of Ohio is recognized as the head of the school system of Ohio, but under the present provisions of the law his powers and responsibilities are certainly not what they should be. The Commissioner may visit the schools of the State and suggest, but he cannot enforce. He may examine into conduct and character, but he cannot annul. He may extend his influence in a suggestive way, but never in a way that would reach directly the questions involved. He has but little power. These things, it seems to me, should not exist.

I fully agree with Dr. Burns in his statement that the office in itself should be constitutional. That, it seems to me, would be one of the steps toward reformation, and I certainly agree on the second point, of which I will speak later.

If we had in each county a superintendent to co-operate with the Commissioner, there would be great gain. There is now no system at all in the State in the matter of reports. We have to wait week after week and month after month for the reports. Every State Commissioner likes to send out as complete a report as possible, so that his teachers may refer to it and find results from every town and county in the State. Dr. Burns said the Commissioner has a certain relation to the county auditors. He has. But he cannot compel them to act promptly. In some instances, he cannot get any results from them. Now, if we had this county supervision, with some one in charge who was responsible, he would send in correct returns. The Commissioner finds, in many instances, that the school funds of the county become confused, and very often there is a money loss to the schools. We had that experience in Athens county very recently. Now, if we had a number of county supervisors with power to enforce the law, these funds would be looked after. It seems to me that would be one of the most important respects in which we could increase the power and efficiency of the Commissioner.

C. W. BENNETT:—I don't know any man in the State of Ohio that I have a larger sympathy for than the State School Commissioner, for I do not know any man in the State of Ohio who is generally more handicapped in his office. I was trying to think, while Mr. Miller was speaking, what power the Commissioner had over me, and I supposed he had some power that I am ignorant of, yet I cannot recall that he had any authority over me, except to come to my home, where he is always welcome, and be my guest, unless possibly I am violating a school law. The Commissioner is supposed to visit all parts of the State to stimulate education by his presence, to interpret the school law in all matters of appeal, and to present to the law-making power of the State all matters

of necessary school reform. To do this he needs experience, good judgment, tact, liberal scholarship, and acquaintance with the school systems of other states in the Union. But he is so bound down by routine duties that he is not much more than a public pack horse, and for this reason I have great sympathy for him. We expect him to spend the hot weeks of July and August attending the institutes of the eighty-eight counties of Ohio, and if he has not succeeded in committing suicide by that process, we expect him to go home and write a thousand letters, many of which are unnecessary, and after that make up a report.

The salary of the Commissioner ought to be increased, and he ought to be relieved from the clerical work, so as to devote himself to a broader field of culture. The tenure of office of our School Commissioner ought to be increased. We have always had good men in the office. I have been connected with the public schools of this State for eighteen years, and in all that time we have had efficient officers, but they have held their positions for so short a time that it was impossible for them to gain the power, experience and tact necessary to the high duties of the office. The Hon. Newton Bateman, of Illinois, in whose administration the schools of Illinois made greater strides than any other state in the Union, held the position for more than twenty years. He had an opportunity to grow in his office, to develop himself and to develop the office, and give it power and efficiency. What can be expected of a man as School Commissioner who only serves three years, with the limitations of power upon him that I have mentioned? What we want to do, I think, is to remove the office of School Commissioner out of politics, and make it not a question of politics but a question of efficiency. If a man is continued in an office of this kind, he is given an opportunity to develop the office and the work connected with it, and he acquires the necessary knowledge and power to be efficient.

SAMUEL FINDLEY:—I have had, with others, something of the feeling that the School Commissioner is somewhat handicapped, and that the office should have a higher and better recognition than it now has. I especially agree that the salary attached to the office should be much larger. It is a disgrace and a humiliation to every one of us engaged in this work that the head of the school system of Ohio has only the pitiful sum of \$2,000 as a salary.

But while I say that the School Commissioner ought to have better recognition and enlarged powers, as I have listened to the discussion the thought has come to me that he fares about as well in these particulars as the rest of us. School superintendency in Ohio crept in by the back door, and there is to-day very little direct recognition in our statutes of the office of superintendent. There are those here who with me will remember well when the question of city superintendency fought its way inch by inch, and it is because, as I understand it, good, strong men, men of courage, and men of heart in the work, have occupied these positions, that the superintendency has the standing it has to-day. And my thought is that the men who hold the office of State Commissioner should be the best men. They have been in most cases. We

have had in that position some of the best men known in school work in Ohio or any other state, and they have put heart and soul into the work. No question about that. Thus it seems to me that the School Commissioner is perforce growing into the head of the system without much legislation, just about as those other positions I have named have grown, and I believe that such positions do thus grow better and more securely than by direct legislation.

JOHN MCBURNEY:—In this office, as it is in almost every other educational position, more lies in the man than in the conditions which surround him, and in this respect we are now very fortunate. We have been very fortunate in all our school commissioners, and it has been a wonder to me that such has been the fact, when I consider that they must come up to that office by political conventions as they do. But no matter how well this office may be filled, there seems a necessity for a different sort of connection between the School Commissioner and the schools. I would like to see a township superintendent in every township to collect statistics, to collect and formulate the feelings of the people in regard to school matters, and transmit them through the county superintendents, if you please, to the State School Commissioner. I think we could do more in that way. There is another point that I think he ought to have something to do with, and that is the appointment of our county school examiners. I know I touch a tender spot when I say we do not always have the best county examiners. Some fool of the county will think that he should sacrifice himself by serving the people in the Probate Judge's office, and as soon as he announces himself a lot of fellows will whoop and hurrah for him, and if he is elected he must reward them by appointing them as clerks, school examiners, etc. The School Commissioner should have something to say about this matter. Our school examiners I consider one of the most powerful forces we have for the advancement of education in the county, and when that board is corrupt the whole county is corrupt. It seems to me we ought to have some other way of appointing these officers.

J. A. SHAWAN:—What I have to say on this subject may all be summed up in three things: First, the commissioner ought to have more salary; second, he ought to have more power; third, he ought to have more room. It seems to me disgraceful that the Commissioner of Common Schools, the person who stands at the head of the most characteristic institution of the State, should occupy a room practically 12 by 16 feet and here receive his guests from all other states of the Union.

The Superintendent of the State of New York receives a salary of \$5,000, and the assistant superintendent receives a salary of \$4,000, which is twice as much as our School Commissioner receives. It is a burning shame that we should have a man in such an important office, and only pay him the paltry sum of \$2,600.

I think the School Commissioner ought to have the power at least to approve the appointment of every county and city examiner. He ought to have that power; so that when a man is appointed to that office who is objectionable in an educational way, he may be able to veto and pre-

vent his taking the office, and so secure the best possible appointment to fill these places. I am in favor of a State Superintendent with full power, and I am in favor of a county superintendent subordinate to the State Superintendent, and if necessary, I am in favor of a township principal, who shall be subordinate to the county superintendent. It seems to me with such a system as this we could secure to our schools much better results than we ever have had in the past.

A. B. JOHNSON:—There is one fact in regard to this matter of the salary of the State School Commissioner that is not generally known, and it is well to bear it in mind. Some years ago, when the schedule of salaries of State officers was changed and in most cases raised, through an oversight the salary of the State School Commissioner was omitted, and the omission was not discovered until it was too late to correct it. A few years ago, I was appointed on a committee to wait on the Governor of the State to ask him to insert in his forthcoming message a recommendation to increase the salary of the State School Commissioner. We laid the matter before him, but for reasons best known to himself, he respectfully declined. We watched his message, and when it came out he omitted to say a word about it, but he did not forget to recommend that the Legislature provide for the building of a new house for the Governor, and not long before that his salary had been raised to \$8,000.

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### SKETCH OF THOMAS W. HARVEY.

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BY E. F. MOULTON.

Among the rugged hills of the Granite State, Dec. 18, 1821, Thomas Wadleigh Harvey was born. Surrounded by scenes of natural beauty, and breathing the pure air of his country home, he spent his early boyhood. Laboring on the farm in the summer and attending the district school during the winter months, he laid the foundation of a strong physical constitution and of mental and moral growth, upon which he developed the complete and symmetrical man we are here to honor.

With his father, Judge Moses Harvey, and other members of his family, he came to Ohio in 1833, and settled on a farm in Concord, Lake county. This farm he owned at the time of his death. He kept it in his possession, as he told me, because of the many old associations connected with it.

For the first three years of his life in Ohio, he remained on the farm with his father, and attended the public schools whenever he could be spared from the farm.

At the age of fifteen, he entered the office of the *Republican*, published at Painesville, Ohio. Here he learned the printer's trade, which was of great value to him as a teacher and especially as an author. He remained in the printing office six years. During these years he was a diligent student. In 1841, he secured a teacher's certificate and taught his first school. Not satisfied with the limited education he had received by his own efforts and in the country schools, in 1845 he entered the Western Reserve Teachers' Seminary at Kirtland. In this school he was under the instruction of Dr. Lord. Here he formed an attach-



ment for his teacher that did not end with his death, but continued warm and fervent through all the years of his own life. From this man he received an inspiration and enthusiasm for his chosen profession that never ceased. At the close of his work in the Kirtland Seminary, he organized the Geauga County High School at Chardon. He labored in this school for three years. From Chardon he was called to Republic, Seneca county, to take charge of the academy there, where he labored another three years.

In 1851, soon after the Akron school law had passed the Legislature, he was called to the superintendency of the Massillon public schools. This was the period of the great uplift of the city and village schools of Ohio. Mr. Harvey had been prominent in securing the passage of the bill to which reference has been made as the Akron school law, permitting the grading of the city schools and establishing the office of superintendent of schools. In Massillon he had an opportunity of putting into practical operation the law for which he had labored so earnestly. No one but those engaged in the work at that time can comprehend the difficulties in the way of practically carrying out the provisions of the law relating to the proper grading of the schools.

Mr. Harvey labored in Massillon for fourteen years. He graded the schools, established a course of study, placed them upon a higher plane of scholarship, and created in their favor a healthful public opinion which still exists. Here his success was so marked that he became known in school circles throughout the State. In 1865 he returned to Painesville, the scene of his early struggles. Here he was elected superintendent of the public schools, and served in this capacity for six years.

In October, 1871, Governor Hayes appointed him State Commissioner of Common Schools, and the appointment of Governor Hayes was confirmed by his election in November of the same year. No appointment or election of Commissioner of Common Schools was hailed with greater satisfaction by the school people of Ohio than was that of Thomas W. Harvey. While in this office he worked constantly and zealously to systematize, broaden and make more efficient the country schools of the State. During his administration, and largely by his aid and influence, teachers' associations were organized in different sections of the State and in many counties. Most of these associations exist to-day. They have accomplished much in unifying the work of the public schools of Ohio, in enlarging the views of the teachers, and in promoting the many educational interests of the State.

In 1877, he again became superintendent of the Painesville schools and retained this position for six years longer. Since 1883, he has not been engaged in the active work of the schools. But as institute instructor, as member of the Boards of Trustees of Lake Erie Seminary and Grand River Institute, and as an educational lecturer, he kept himself in touch with the school interests and school men of the State till the time of his death, Jan. 20, 1892.

A full biography of Dr. Harvey would be almost a complete history of public education in Ohio for the last half-century. His life has been

so in-wrought in the growth, advancement and successful operation of the school system of this great and flourishing commonwealth, that it seems a part of it, the vital part, that which has given it life, growth and energy. The work that men do lives after them. So the life and labor that our friend has put into the Ohio school system will continue in all the advancing years to be a part of it, vitalizing and energizing its future achievements. Every true educational reform has had Dr. Harvey at the helm. In his hands we have felt all would be safe. He was always a tried and trusted leader. As an institute lecturer and instructor, Mr. Harvey had no superior. From the organization of the Teachers' Institute in Ohio up to last summer, he rarely, if at all, failed to give more or less of his time during the institute season to the teachers of his own and other states. It is said that he has worked in every county of Ohio but one. Among those present to-day I doubt whether there are any that have not been associated with him either as instructor or pupil. Many of us will never forget the days and weeks we have spent as co-laborers with him in institute work. His presence with us and his words of encouragement to us who were younger and less experienced in the work, were so helpful and so comforting. We remember well when we told him how we dreaded every hour we were to speak to the teachers of a certain institute, and he replied, "Why, my friend, I have the same feeling. After all the years of my experience I never go before the teachers of an institute without more or less fear and trembling." These words gave us courage to put forth our best efforts, not without, but with less, "fear and trembling."

He seemed especially fitted by nature as well as by training for this kind of work. He seemed to know so well the needs of teachers and how in a tactful way to supply these needs, that he soon won the hearts and gained the attention of all. Giving information as to how to teach the subject under consideration was of little moment in his estimation, in comparison with the greater good he might do the teachers by instilling into their minds something of the importance and dignity of their work, and at the same time the need of a better preparation for its accomplishment.

As a teacher, Thomas W. Harvey was born to the purple. His methods were natural, his language simple, his thoughts clear, his knowledge far-reaching, his grasp of the subject and all that supplemented its comprehension, his presentation of it forceful, his enthusiasm unbounded, and his power to stir every pupil to his best endeavor remarkable. In addition to all these mental qualifications which gave brain power and intellectual activity, he possessed, in a large degree, love, sympathy, and an earnest desire to cultivate the moral faculties of his pupils. "We must cultivate the *hearts* as well as the heads of our boys and girls or we shall fail," he would frequently say both publicly and privately. He labored, as every great teacher labors, to develop the characters of his pupils, to send out from the school young men and women with pure hearts, noble purposes and high aims. Thus, in his profession, Thomas W. Harvey was the peer if not the chief of his contemporaries.

As an author of text-books, he stands pre-eminent. Through Harvey's Grammar, he is probably more widely known than any other writer in this line of work. As a purely technical Grammar, Harvey's has no superior. In other lines of literary work he has shown rare ability, sound judgment and good taste. •

He loved literature for its own sake. You rarely saw him, at home or abroad, without a book of some one of the old authors in his hand. Chaucer was his favorite. Possessing one of the largest private libraries in the State, he fairly revelled among his books. He was very fond of the antique in books, and in his library you will find many books of other centuries, valuable for their great age and for their peculiarities of style and diction. He was also no mean naturalist, having in his possession a cabinet well filled with rare and interesting specimens of his own collection.

In the life of our friend we see exemplified the Divine plan of growth: "first the blade, then the ear, after that the full corn in the ear." First the *boy*, then the *man*, and after that the full manhood of the man, rich in the abundant fruitage of his many years. His was the highest type of manhood, pure in heart, unselfish in his nature, noble in his purposes, high in his aspirations, true to his friends, honorable in the highest sense, honest in his convictions, courageous in carrying them into effect, and in matters of right, truth and principle he never flinched.

Like Abou Ben Adhem, he loved his fellow-men. He loved his friends. No man had more than he. He was a man whom to know was to love. His attitude toward all was love, good will, a word of cheer and a helpful hand in times of need. He was especially helpful to the younger men who came into the profession.

Friends, there is a vacant place in our midst to-day. We look in vain for him who has sat with us in these meetings, lo, these many years. In vain we listen for the quiet voice of him whose words ever brought comfort, encouragement and sound counsel to our waiting hearts. We miss the warm grasp of his hand and the cordial greeting he gave to all, usually saying, "I am so glad to see you. I am glad to be here again. It seems like old times." Some few of us knew our brother in his younger days, many of us in his middle age, all of us in his later years. Hence we all know him. We all mourn for him. We are all sad and pained that he has gone from us, that this place which has known him will know him no more forever.

Since the organization of this Association nearly a half century ago, Thomas Harvey has been one of its most active and efficient members, rarely absent from its meetings. It seems but suitable that for one short hour we should come together and do homage to our dead brother and speak in fitting words of his matchless worth, high character and commanding ability.

His death is an irreparable loss to this Association and to the educational interests of Ohio. To the teachers of the State it is a personal loss, for to every true teacher he was a personal friend. To many of us who have known this man intimately at our own homes and in his for many years, the loss is almost that of one of our own family. Still

the greater loss is to his own household. For to our brother the home was very precious, and the home life a perpetual joy. To the wife and children in the home the great and noble heart of husband and father went forth with an abiding love and tenderness that cannot be expressed in words; for such love can only be measured by the return love and devotion of those to whom it is given. To the loved ones in this home the father's presence was a benediction; mutual love and rare happiness prevailed in this home of his which is now desolate. To this mourning family the hearts of all the members of this Association, we feel sure, go out in warmest sympathy, tender compassion, and with a due appreciation of their great loss, and our united prayer is, "God bless them every one." To speak of the honors conferred upon our friend and brother seems but a slight tribute to so great a man. He received all the honors this Association and his adopted state were able to confer upon any man in our profession, yet he always honored the office more than the office honored the man. He stood high in the educational councils of the nation. He had conferred upon him the degree of Doctor of Philosophy by two colleges the same year.

He was a modest man, as we all know, and never sought the honors that came to him. He felt that the confidence, esteem, and high respect of his friends and co-workers were above all the outward honors of which he was the recipient. Indeed, his life, his character and his deeds are worthy of higher honor than is in our power to render. His life was the outward manifestation of his character, and his character became the living force shed forth in all his deeds. Thus our brother became in his later years the "grand old man" of our profession, pure in heart, broad in thought, and grand in his achievements.

Our hearts are thrilled with mingled pain and joy when in memory we go back to the meetings of this Association held at Put-in-Bay, Chautauqua, and many cities in the State, some fifteen, twenty, and twenty-five years ago, and behold that group of distinguished men composed of Lord, Cowdery, Henkle, Tappan, Campbell, Hancock, and the subject of our sketch, Thomas W. Harvey. These our heroes and our chiefs have gone on before us. They are not dead. To live in hearts we leave behind is not to die. With the eye of memory looking backward we see them all. With the eye of faith looking forward can we not, gazing through the "gates ajar," behold this same group of noble men clothed in the garments of immortality, and hear the voices we used to hear, saying, "Glory to God in the highest, and on earth peace, good will toward men?"

#### REMARKS.

R. W. STEVENSON:—In the decade between 1860 and 1870, Dr. Harvey and I were acquaintances and co-workers in the public schools. Occasionally letters on school topics passed between us. I was the learner, he the teacher. I knew him and admired him, not from personal knowledge, but from what others said of him as an educator, teacher, scholar, and man.

In those times, problems of school management, school discipline, methods of instruction, and the improvement of systems of schools in

cities, towns, and the country, were in process of solution. Great efforts were made in the direction of producing teachers whose knowledge was greater and better directed. The institute was regarded as the most effective instrumentality. Dr. Harvey was the favorite instructor in the State. His services were everywhere in demand. The young men of Ohio were earnestly seeking light. To no one could they go with more confidence that help would be cheerfully given than Dr. Harvey.

The honest seeker after information was never turned away from him empty. If his questions were not answered directly, he was stimulated and invigorated to investigate and find out for himself.

In August, 1871, I went from Norwalk to Columbus as superintendent of the schools of that city. Late in the same fall, Dr. Harvey, having been elected State School Commissioner, was appointed to fill out the term of Hon. W. D. Henkle who had resigned. At this time I began to know Dr. Harvey personally. Both of us were comparative strangers in the city, both had taken upon us new and heavy responsibilities, and greatly needed each other's counsel and assistance. I soon found that much more than I heard before was true of the character of Dr. Harvey.

We lived at the same hotel. Phillips Brooks has well said, "The place where two friends first meet is sacred to them all through their friendship, all the more sacred as their friendship deepens and grows old." Dr. Harvey was at this time preparing his series of readers for publication. Having been asked to assist him, most of our evenings were spent together. I soon found that he possessed in an eminent degree all the first principles of friendship,—sincerity, faithfulness, and candor. These were in him prominent traits. He trusted implicitly his friend with simple and abiding faith. There was no reasonable sacrifice he would not make to protect the good name and to advance the best interests of a friend. The imperfections of a friend seemed to strengthen in him the bond of friendship. As a counselor he was temperate and wise.

When trouble came to a friend who sought advice and sympathy, he would say, "Come, let us talk it over," in a tone and manner that inspired confidence and allayed passion and hasty action. No one struggling for a position by honest effort ever failed to find him a helpful and sympathizing friend. To me he was a friend whose friendship bound me to him in closer relationship and deeper affection than that of any other man.

I realize in the death of my friend the truth of Bacon's terse expression: "A man dies as often as he loses his friends." He was a just and generous man. Deliberate and thoughtful, before acting he weighed in the balance without prejudice and partiality both sides of a case.

His mind was judicial in its nature. In his opinions he was broad and generous on all subjects and treated justly and generously his opponents. He was naturally modest and retiring; but if wrong was done a friend or an opinion was expressed which in his judgment would do harm, he was never found in the back-ground. When such occasion came in educational conventions, he was always courteous but keen and convincing.

His speech generally settled the question under discussion. He was believed to be so intelligent, wise and honest in his views and actions on all educational subjects that when there was a difference of opinion, you would hear the expression, "I wonder what Mr. Harvey's opinion on this question is." He was a leader without knowing it, and a scholar without pretension.

He was a charming companion. Being a great reader of the best books, his mind was stored with the richest thoughts of the best authors. He could recall anecdote and story to enliven and illustrate points in conversation, which made him a most entertaining companion. Besides, he had keen sense of the ridiculous and a quiet humor which seemed to fall unconsciously from his lips.

His knowledge of books and literature, his delicate sense of propriety, manliness, kindly nature, and extraordinary good sense won for him the respect and admiration of intelligent women. He was a gentleman by nature and by culture. No remarks however irritating could ruffle his temper. To Dr. Harvey the great commonwealth of Ohio owes a debt of gratitude she can never pay. There was no inmeasure, political, educational or moral, which he did not advocate with power and eloquence for the welfare of the people. He was conservative, hence he was never in favor of the abolition of existing laws or methods in education till he was sure better could be substituted for them. Radical reformers received no sympathy; but when convinced that a change in a law was desirable, he of all men I ever knew had the greatest courage of his convictions. This Association and the men and women who have composed it for forty years had a large place in his heart. For through this Association and the long list of members who ever regarded him as a safe counselor, as a kind friend, and a full-orbed man, his usefulness as a citizen and educator was multiplied a thousand fold. He has left us a legacy more precious than gold and silver, a noble life, in which the Christian virtues and graces were exemplified, and will shine in many a loving pupil whose life he moulded and whose purposes he inspired, as the stars of heaven, forever and ever.

ALEXANDER FORBES:—*Ladies and Gentlemen of the Ohio Teachers' Association*:—My meeting here with you this time has been a rare pleasure indeed, but it has not been an unclouded pleasure. For the first time in all the many times that I have met with this Association in various places, three places are made vacant by this summons from beyond. Never before did I stand in the presence of the Ohio teachers and miss for a single meeting the faces of Tappan, Hancock and Harvey. These vacant places have tinged and subdued my pleasure.

When the grave covers over all that is mortal of man, we cease to question what he had and turn our thought to what he was, believing that what he was he still is. Thomas W. Harvey, whose name we commemorate, was a man whom Plutarch and Van Dyke might have portrayed, massive, rugged and robust in motion, slow in speech, serious and deliberate, cast in heroic mould, the incarnation of quiet force. But this quiet force was always the force of the growing plant which bursts asunder the granite boulder which would impede its progress to

the light, not the force of the hurricane, whose power is measured in the destruction which it has made. The life work of our departed friend was pre-eminently and always constructive, not a destructive work. No pleasure was it to his great soul to tear down anything that any man had built. No pleasure had he in shaking the confidence of the timid and only partially informed. As truly as the poet himself could he say :

"A bending staff I would not break,  
A feeble faith I would not shake;  
Nor even rashly pull away  
The error that some truth may stay,  
Whose loss might leave the soul without  
The shield against the shafts of doubt."

More than that of any other one man I ever met, that man whose memory we commemorate inspired me with a little confidence in myself, when he came to me and said, in his quiet way, "Forbes, I have recommended the folks down there in Preble county to send for you to conduct their institute, and I want you to go." The skin was nearly worn off my knees before I got there, but I went. And whenever in those feeble, faltering years he heard anything that he could commend, in all his busy life he was never too busy to write me a little note, commending and inspiring confidence. His soul was great and that made the man great. Great in his sympathies, just in his judgments, charitable in all his ways, he was a man such as every man may honor himself by honoring.

But, friends, his loss, great as it is, is not an irreparable loss. There is, there can be, no irreparable loss in this world. There is no man who is essential to anything, and there are before me the Thomas W. Harveys of the days that are to come, and the only good that these memorial exercises can possibly be will be to inspire some of you along the same paths and by the same noble life, to make yourselves worthy of your generation as he was in his.

#### EXTRACTS FROM LETTERS.

Among the great men whose large ideals are beginning to be realized in this generation, the Loren Andrewses, the Cowderies, the Edwardses, the Freeses, the I. W. Andrewses, the Worcesters, the Lewises, the Kings, the Steeles, the Folletts, and a brave host besides, whose names will be long remembered in their respective communities and throughout the State, notably *Hon. Thomas W. Harvey* stood, not only *omnium pars*, but, through his genial good nature, his most effectively persuasive manner, his cool, ripe, un sinister judgment, he stood easily a leader. On the educational plant of Ohio, sharing in all the honor past, present and to come, of that great pioneer structure, will forever stand the name we this day seek to honor by our weak recitals of his merits. A Chief Architect among the architects of that structure, his name will be read by the untold thousands who will study the details of our great American system of education.

The papers preceding this will have rendered a reference to his personal virtues and his local work superfluous here. Intimate with him

for forty-five years, enjoying a mutual friendship which often led us far out of our line of travel,—for he and his accomplished daughter recently made me a most grateful visit in my Georgia home,—nothing which your most enthusiastic pens can indite of him can possibly express the richness of my glad joy in his acquaintanceship here and in the hope of its renewal hereafter. To your most emphatic sentences my pen will yearn to add another underscore.

Madison, Ga.

Most fraternally,

D. F. DEWOLF.

I esteem it an honor indeed to have been assigned to the duty indicated in the program. It certainly is an honor to be permitted to testify to the character of a good man, and a privilege if he be your friend. The warrior king of Israel intimated that there is a love "passing the love of women." Our dear brother had the love of all *good women* and all good *men* who knew him.

To express my faith in him, my respect, my admiration, my love for him, a volume would be required. These few lines must express all I am able to dictate to-day.

Forty-five years ago, last April, I first met our dear brother Harvey in the basement of a Church at New Lisbon, where he was conducting a county teachers' institute. He was introduced to me as "Mr. T. W. Harvey, a teacher of Chardon, Geauga County." We were both young then. He spent the week in teaching, warning, encouraging, strengthening the teachers, young and old. There were few much younger than himself—some nearly three times his age. I am sure the instruction, the inspiration, he gave, served many of them, like the meat of Elijah, not forty days only, but forty years.

At the close of the week, I parted from him not as Mr. T. W. Harvey, but as my dear Brother Harvey, and such he has been to me ever since, as he has been to many of you.

I have sometimes thought that no young teacher of our State was fully equipped for his work until he had met and known and loved Brother Harvey, his approving smile, his affection, were such an inspiration to the young teacher. The same spirit breathed through his correspondence—even to his last letter received just before he passed from us across the river on whose brink I stood for many weeks; and there were times when it seemed as if I could stretch out my hand and almost feel the warm grasp of his, and the beat of that loving heart.

I cannot better characterize him and those of whom he was a type, than by quoting, as nearly as I can, the words of our dear departed Brother Hancock, uttered in a conversation with him at Salem on the ninth of May, a few weeks before his death. He said, in substance, "If there were no other reward for my life's work, I would not feel that I had lived in vain, since I have been permitted to work side by side and hand in hand with such men as Loren Andrews" (mentioning the names of many others, and among them our dear friend whose life and character we commemorate to-day). A purer and better band never lived. I have read in a book with which you are familiar and whose teaching you reverence, "Blessed are the pure in heart for they shall see God."



If that be true, then Brother Tappan [taking him as a type of a class including our dear brother] has stood in the very presence of his Maker, and has seen him face to face; and I have imagined sometimes, when I have felt the warm grasp of their hands, that I was drawn nearer to the throne of the Eternal."

Such was the opinion of one whom we all love, and whose judgment we all respect. There is but one tribunal from which I would prefer an approving judgment—the one from which we humbly hope to hear the approving sentence, "Well done, good and faithful servant; enter thou into the joy of thy Lord."

I desire to say to the members of the Association that I have for many weeks been anticipating the pleasure of meeting you in person at this annual gathering. I am greatly disappointed that my anticipations cannot be realized; but I must cheerfully submit, hoping to join you at some future time. May God speed you in your deliberations and your life's work of promoting the cause of education.

Canfield, O., June 27, 1892.

Most truly,  
REUBEN McMILLAN.

In replying to the request to participate in the memorial exercises of our lamented Brother Harvey, at the June meeting of the Ohio Teachers' Association, one thought alone possesses me, viz, a few more such meetings, and the last of the pioneers of the Ohio School Reformation that commenced in 1846-7, by Samuel Lewis, Lorin Andrews, Andrew Freese, Cyrus Knowlton, W. N. Edwards, John Hancock, J. W. Andrews, John Eaton, Jr., Reuben McMillan, A. J. Rickoff, Eli T. Tappan, E. E. White, Wm. Mitchell and others, will all have passed to the other side.

The writer became a member of the Ohio Teachers' Association in 1849, when all these men were teachers, and most of them soon became members of this Association; now less than a third of the eighteen or twenty remain. Our last to fall in these thinned ranks, was the noble and well-beloved Harvey—his name a tower of strength, and a household word in all our land.

Words are feeble, almost worthless, to express our admiration of this noble band of teachers that fought so well in this early war with ignorance, this struggle for the "survival of the fittest," because as the worthiest, the bravest and the best go down, the truth, the right, the cause of education, the cause of the people rises triumphant, and is ever triumphant, where the bugle blast announces that a hero falls.

My dear brother workers in Ohio, how gladly would I mingle my voice with yours to-day, in praise of our departed; but my duties here, where every stroke seems needful and is full of promise to our cause, forbid it. Our spring institutes have not yet closed; and they demand all of my time and strength.

May God bless you all in your noble work in Ohio, until our whole land shall be full of peace and prosperity, the fruits of long years of patient work and waiting; that when it is ours to cease from our worldly labors, it shall be but to exchange them for those of greater delights and higher rewards.

Very sincerely,  
JOHN OGDEN.

Department of Public Instruction, Bismarck, N. Dak., June 13, 1892.

## SKETCH OF CHARLES WRIGHT DURBIN.

BY L. D. BONEBRAKE.

Charles Wright Durbin, the youngest of a large family of children, was born near Fredericktown, Knox County, Ohio, August 17th, 1864, and died last Christmas morning at the early age of 27 years, 4 months and 8 days.

Mr. Durbin graduated from the public schools of Fredericktown in the spring of 1881, and from the Ohio Wesleyan University in June of 1886. Of his life as a boy I need not speak. That he was held in high esteem by his native community is evidenced by the fact that even before he had received his college diploma, without a day's experience as a teacher, he was unanimously tendered the superintendency of the Fredericktown schools.

He has told me how he hesitated to accept the proffered place. He feared his inexperience and his youth. When he did accept, however, it was with the determination to make a success of his work, even if the price paid were the best of his vital forces. To that pledge he was true, and five and one half years later, humanly speaking, the end came. His career was short in years, but I speak calmly when I say that the results will be lasting in effect. From his life and his character many have received and will continue to receive an inspiration. And as I stood by his mortal remains and saw how a thousand people, his neighbors, his friends, his pupils, with one accord mourned his departure, and as I heard the expressions of their deep and abiding grief, I was impressed as never before with the supreme importance of the teacher's work. Mr. Durbin's career was so short that he was but little known in the State Teacher's Association, having attended only two or three of its meetings. There is a great lesson in his life, however, and his memory calls for more than a passing notice.

As a teacher he was clear and explicit in statement, apt in illustration, and conscientious in effort. As a superintendent he was thoroughly proficient. He kept matters well in hand, was a good disciplinarian, constantly sought to bring his schools up to a high degree of excellence, and withal was personally popular with pupils and parents. During his supervision of five and one-half years the schools of Fredericktown made a constant improvement. And such was the esteem in which he was held by the Board of Education, that shortly after his death, the Board had compiled and printed at public expense a beautiful memorial pamphlet containing a fine picture of him, a sketch of his life, the funeral sermon, resolutions of respect, letters, telegrams and other material bearing on his life and work.

As a member of the Board of County School Examiners, Mr. Durbin was ever impressed with the importance of his position. For nearly five years he was a member of that body, rarely missing its meetings, always ready to assume his full share of responsibility. For him his associates entertained the greatest respect, and in him the schools of his county had a true friend, one who was ever found on the right side of all moral questions, and anxious, on the one hand to advance the cause

of popular education, and on the other to shield the children from weak or inefficient service.

As a citizen, Mr. Durbin took an active interest in the affairs of his country. He read closely the news of the day; studied the leading questions; kept abreast of the times. In business matters he was prudent, frugal and painstakingly exact, and, had he turned his talents to banking or commerce, would have made a marked success. In the social circle he was genial; but his was a nature better fitted for the home circle than the drawing room. His domestic life was most happy. Two little ones blessed his home and gave him welcome upon his return. A sad coincidence of his burial was that it occurred on the return of his fifth wedding anniversary, and that Mrs. Durbin was herself upon a bed of extreme illness and unable to give attention to the last sad offices which his friends would bestow upon him.

At the early age of eight years, as the result of the pious training of devout parents, Mr. Durbin united with the Methodist Episcopal Church. Throughout his life he was a Christian as well in practice as in profession, and were I permitted to sum up in one short sentence what seemed to be with him a controlling principle, I would say that he was always true to conscience.

Somewhat retiring in his nature, he did not intrude his opinion, where they were not acceptable. Give him a proposition, however, involving a question of right and wrong-doing, and you would never need to wait long to determine his position, and once determined you could rest assured that he would maintain it at any cost.

He was a plain-spoken, hard-working man; did not love display or ostentation; was always ready to do his duty carefully and thoughtfully. Of himself he was unsparing. He loved work, and by example inspired his fellow-laborers and the youth under his charge to diligence and to renewed and renewing effort. By example and deed, our departed friend will live in the lives of hundreds.

He believed the truth, loved the truth, lived the truth; and, veiled in sadness, though his early departure may have been on that bright Christmas morning, let us hope and believe that such departure was the one supreme lesson which he would have us to learn and apply.

By the lives of such true souls is our world made better and happier.

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## **SOME LESSONS FROM THE LIFE OF CHAS. A. SHAW.**

BY DR. J. J. BURNS.

The great dramatic poet said that all the world's a stage, and the men and women merely players. He might, with equal fitness, have said, all the world's a school, and the men and women, young and old, merely pupils.

We all have our lessons, all through life's school, the page is turned down to mark the place of each, and our success in this school, and our promotion at the close depend on whether or not we learn these lessons.

Our surroundings and our associates are constant lessons. Gain and loss, joy and sorrow, clouds and sunshine, are varied lessons.

And what a lesson to us, are the life and death of him who has lately been called away from us! Shall we profit by it? That depends upon ourselves.

We recount his virtues, we admire his traits of character, we sympathize with his bereft ones, we drop many an honest tear over his grave;—this is fitting; it is—oh, how well is it—deserved!

But is this all? Shall our intellect understand him, our emotional nature feel the dint of sympathy, and there an end? We come short of our duty as learners of this sad, hard lesson, if it is not to reach down into our souls, beyond intellect, below sensibility, to our will. It must proceed from knowing and feeling to action, to control of self, to the making of us to be something we are not now.

He was gentle; let us shun rudeness. He was truthful; let us scorn falsehood. He was industrious; let us banish idleness from our way of life. He fondly read the book of nature; let us not allow it to be sealed against us. His habits were clean; let us abhor foulness. He was glad to know of another's good fortune, and envy had seemingly no abode in his nature; let this reflection check the unkind word which envy prompts and which sometimes smites harder than a blow. He was trustworthy; let us not betray confidence. His was a life of ceaseless aspiring to the heights; let not ours grovel in the lowlands. He was a dutiful son; let us obey our parents.

In earnestness and sadness, I plead that we may never forget this striking, this persuasive lesson; that Mr. Shaw's excellent example may be to us a guide-board pointing to the right path, a voice of warning in the hour of temptation, a word of approval when the temptation has been put under foot, a spur to prick us when about to grow weary in well-doing.

If we fail not in these things, we shall receive lasting, substantial good; and, besides—in this hour of our grief a consideration which rises above all others—we shall do true honor, pay tenderest respect to the memory of a friend in whose friendship there was no guile. A man fit to live is fit to die; let us be ready as he was.

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## OHIO TEACHERS' READING CIRCLE.

### TREASURER'S REPORT

As treasurer of the O. T. R. C. I submit the following report of receipts and expenditures for the year ending June 30, 1892.

### TEACHERS' COURSE.—RECEIPTS.

Adams County, \$9.50; Allen, \$3.25; Athens, \$3.25; Butler, \$1.00; Brown, \$10.00; Carroll, \$9.50; Champaign, \$16.75; Clark, \$7.75; Clermont, \$.25; Clinton, \$1.00; Coshocton, \$1.25; Cuyahoga, \$1.00; Darke, \$7.50; Defiance, \$.25; Fairfield, \$1.25; Franklin, \$41.25; Greene, \$12.50; Guernsey, \$2.00; Hamilton, \$2.50; Hancock, \$3.75; Hardin, \$3.75; Highland, \$4.00; Licking, \$3.75; Logan, \$.25; Knox, \$1.25; Lorain, \$31.50; Lucas, \$10.25; Medina, \$.25; Marion, \$1.75; Montgomery, \$8.00; Muskingum, \$8.50; Morrow, \$4.50; Noble, \$.25; Ottawa, \$.25; Paulding, \$8.00; Perry, \$6.25; Pike.

\$18.25; Preble, \$12.00; Putnam, \$.50; Richland, \$3.00; Ross, \$1.25; Seneca, \$.50; Shelby, \$1.00; Stark, \$22.25; Summit, \$3.50; Tuscarawas, \$31.25; Union, \$1.50; Van Wert, \$7.00; Warren, \$3.75; Wayne, \$43.25; Wyandot, \$3.50; Washington, \$7.50; Williams, \$1.25.

Other States: Marion F. Mardis, \$.25; E. W. G. Vogenitz, \$.25; O. O. Vogenitz, \$.25.

Balance on hand July 9, 1891, \$32.55.

Total Receipts, \$422.55.

## EXPENDITURES.

20,000 circulars, \$23.00; 4,000 Membership cards, \$9.75; 600 certificates, \$6.00; 1,200 envelopes and letter heads, \$9.00; filling out diplomas, \$10.10; ribbon for diplomas, \$5.75; 100 diplomas, \$17.50; express charges, \$2.75; telegrams, \$3.75; mucilage and rubbers, \$.80; postage, \$38.65; local expenses, Muskingum Co., \$1.25; local expenses, Wyandot Co., \$.07; local expenses, Pike Co., \$1.50; local expenses, Preble Co., \$1.45; wrappers, \$3.80; clerical services, \$100.00; total expenses, \$235.12; balance on hand June 30, 1892, \$187.43.

## PUPILS' COURSE.—RECEIPTS.

G. O. Gordon, Beaver, Pike Co., \$1.00; Alice Parsons, Marion, \$1.10; Kittie Smith, Marion, \$1.00; Chas. S. Wheaton, Athens, \$5.90; T. A. Edwards, Hanover, \$.50; E. A. Jones, Massillon, \$2.50; R. E. Rayman, Logan, \$2.80; J. E. Painter, Martinsburg, \$.50; D. H. Painter, Martinsburg, \$5.00; Ira C. Painter, Hanover, \$2.80; Russel D. Wilson, Cincinnati, \$.10; G. A. Hubbell, Fairfield, \$.90; total receipts, \$24.10.

## EXPENDITURES.

20,000 circulars, \$35.75; 500 certificates, \$4.50; postage, \$13.75; telegrams, \$1.75; total expenses, \$55.75; deficit in pupils' course, \$31.65. Amount in hands of Treasurer, June 30, 1892, \$155.78.

## SECRETARY'S REPORT.

The following courses of reading have been adopted for the next year:

## TEACHERS' COURSE.

- I. *Pedagogy*:—  
White's Pedagogy, or Rooper's Apperception and Seelye's Duty.
  - II. *History*:—  
With the Admiral of the Ocean Sea, by Mackie.  
The Week's Current.
  - III. *Literature*:—  
A Boy's Town—Howells.  
Coriolanus—Shakespeare.
- Recommended supplementary course:—  
The Hancock Memorial Volume.  
Steadman's Poets of America.  
Bryce's American Commonwealth.

## PUPILS' COURSE.

*Fourth Year—A Primary:—*

Scudder's Fables and Folk Stories.  
Seven Little Sisters.

*Fifth Year—D Grammar:—*

Robinson Crusoe.

Dodge's Stories of American History.

*Sixth Year—C Grammar:—*

Hawthorne's Tanglewood Tales, or Wonderbook.

Sea-Side and Way-Side, No. 3.

Eggleston's First Book of American History.

*Seventh Year—B Grammar:—*

Young Folks' Ideas—Uncle Lawrence.

A selection from the following of Abbott's Histories: Alexander, Hannibal, Cæsar, Alfred the Great, Charlemagne, or Elizabeth.

Whittier's Snow Bound, Among the Hills and Songs of Labor.

*Eighth Year—A Grammar.*

Longfellow's Evangeline and Miles Standish.

Sprague's Six Selections from Irving's Sketch Book.

Selections from Irving's Columbus, published by Effingham Maynard &amp; Co.

*Ninth Year—High School, First Year:—*

Merchant of Venice.

The Ancient Mariner.

With the Admiral of the Ocean Sea, by Mackie.

*Tenth Year—High School, Second Year:—*

Julius Cæsar.

Bryant—English Classics, No. 47.

Kingsley's Greek Heroes.

Webster's Reply to Hayne.

*Eleventh Year—High School, Third Year:—*

Hamlet.

Tennyson—English Classics, No. 30.

Life of J. Q. Adams—Statesmen Series.

A recommended supplementary course has also been adopted.

I desire to be brief in my reports so as to give other members an opportunity to express themselves on the work of the Ohio Reading Circles. The outlook has never been so encouraging as at the present time. During the year, 1,700 members from 53 counties paid the membership fee, but this does not represent the number of readers. Many readers do not desire to pay the fee, while others do not pay because the corresponding secretaries of counties are negligent in their duties. The largest individual circle of the year, 163 members, was in Columbus, under the direction of Miss M. W. Sutherland. The next in size, 70 members, was the Canton circle, presided over by Superintendent J. J. Burns.

The following counties lead in number of paid-up membership fees: Wayne, 173; Franklin, 163; Lorain, 126; Tuscarawas, 125; Stark, 89; Pike, 73; Champaign, 67.

Since our organization, there have been 439 diplomas granted to members, 161 to men and 278 to ladies.

The great need of our work is the active support of the county examiners, institute instructors, superintendents, and leading teachers of the State. Many young teachers ask for help; it remains to be seen whether our leaders in education will grant it. There are grand possibilities in this work.

The Pupils' Course is meeting with favor in many parts of the State. In a number of schools, the entire course of reading is taken as a regular part of the course of study. While there is a small deficit in the treasury now, there will be sufficient fees sent in for last year to make it self-sustaining.

Since the work of the secretary and treasurer has increased, so as to make it burdensome at times, I have asked to be relieved from the duties of this office. While my request was not granted, the State Commissioner of Common Schools has been requested to have the correspondence directed from his office. Circulars giving all necessary information about the Teachers' and Pupils' Courses will be ready before the institute season begins. These will be sent out promptly to all who desire them.

The following members of the Ohio Teachers' Reading Circle have completed the four years' course, and are therefore entitled to diplomas:

Adams County, 2:—John Rea, Albert C. Hood.

Carroll, 2:—Dora Finefrock, Rosamond Dieterich.

Champaign, 1:—W. F. Gilmore.

Clarke, 2:—Joseph H. Hartman, D. H. Barnes.

Coshocton, 1:—Albert Limbacher.

Cuyahoga, 1:—Bettie A. Dutton.

Fairfield, 1:—R. B. Bennett.

Franklin, 18:—Alice M. Butler, Rose M. Mullay, Cora A. Miner, Katharine Smith, Helen L. Bortle, Laura E. Schreyer, Clara A. Hawley, Louise C. Junker, Katherine Burns, Emma Link, Helen Smith, Louise Bauer, Katharine Kaefer, Anna Schwarz, Lillian Behren, Emily Jaeger, Martha Ochs, Anna Pfeiffer.

Greene, 6:—W. O. Smith, Ella Ellis, S. O. Hale, Anna Hurshaw, Rosa B. Withoft, M. J. Flannery.

Hamilton, 1:—Flora Beck.

Licking, 3:—T. A. Edwards, W. O. Shacklett, B. M. Legg.

Lucas, 2:—R. C. Van Gorder, J. I. Ward.

Montgomery, 8:—E. Belle Eaton, Orilla H. Bryant, Nellie Smith, Helen M. Reizer, A. L. H. Miller, G. W. Brumbaugh, Theodore S. Fox, Lizzie Kercher.

Morrow, 1:—Emma Boyd.

Muskingum, 4:—Nan M. Swingle, G. E. Kreager, Nellie Kreager, F. W. Saunders.

Marion, 4:—Sylvia Cellar, Kittie Smith, T. E. Bolander, Sophia Wieland.

Ross, 1:—Beman Hirn.

Shelby, 1:—Ida M. Brown.

Summit, 1:—C. H. Swigart.

Stark, 21:—Mrs. E. J. Ballard, Miss Lizzie E. Bour, John M. Sarver, Mary E. Mesnar, Laura E. Koontz, Eva Wilson, Mary Gauchat, Annie McCutcheon, Maria L. Kaufman, Lizzie Cook, Lilly Trumbull, Mary Trumbull, Laura E. Blum, Helen A. Bauhof, Mary B. Sell, Annie L. Bell, Minnie B. Bradley, Ethel C. Henderson, Margaret O. Stone, Mrs. J. Alida Helmreich, Jennie L. Burns.

Tuscarawas, 10:—D. W. Shumaker, Sylvanus Hauptert, W. H. Nicklas, Olive Gooding, Anna Goodwin, Ruth Hoffman, Maggie Hoffman, Anna Fackler, H. B. Gram, E. E. Link.

Wayne, 2:—T. S. Lowden, W. W. McIntyre.

Wyandot, 3:—Gertrude A. Sipe, Ella H. Allison, Mattie Meyers.

Other States—Pratt County, Kansas, 1:—Marion F. Mardis.

Respectfully submitted,

CHAS. HAUPERT,

Cor. Secretary and Treasurer.

### ADDRESS TO THE GRADUATES.

BY MRS. D. L. WILLIAMS, PRESIDENT BOARD OF CONTROL.

*Fellow Teachers and Graduates from the Reading Circle Course:*—I am deeply conscious of the honorable place I occupy to-day, in being permitted to represent the Ohio Teachers' Association in extending to you greetings and congratulations.

Many who have taken these diplomas are true and tried yoke-fellows, men and women who are honoring the profession by putting into it the best they have of body and soul, and who love it with a never failing love. Such will never be too old to teach. May they live long and die in the harness.

But a large proportion of the readers have been young teachers, who by this reading have been introduced to what is best in literature. To these I have a word to-day.

In receiving these diplomas, which are the evidence of a certain amount of special preparation for your duties, you pledge loyalty to and labor for the Ohio State Teachers' Association. She becomes your *alma mater*, and you assume to her duties and responsibilities of which I trust you will never become unmindful. From this day it becomes your especial duty to attend the meetings of the Association, and in all possible ways to contribute to the dignity and influence of the body. It is your duty to bring here year by year the best fruits of your experience and study, and so contribute to the interest and profit of all. You must take up the drudgery, need be. In this body self-seeking is barred out. He is greatest who is servant of all; therefore look for service. The shoulders which have borne the burdens and so have made possible the honors you to-day enjoy, have all too soon dropped them off. Strong men and women are still with us, but they, too, with the never resting tides of time, are hasting towards "the day when the keepers of the house shall tremble, and the strong men shall bow themselves, \* \* \* the almond tree shall flourish \* \* \* and desire shall fail, because man goeth to his long home and the mourners go about the streets."



I write to you, young men and women, because you are strong. You must prepare yourselves to take up these various lines of educational work and push results farther than the fathers had time to do.

You are not only to come to duty yourselves but to bring others with you into this circle of good fellowship. You must make it your duty to build up the teachers' profession of Ohio. By as much as you make yourselves wiser and better men and women and better and broader teachers, by so much you strengthen the profession, and by as much as you help another to become a better and broader man you honor the profession. Start somebody on the up grade during the coming year, by introducing him into this reading circle work. Then bring him to the Association next year and see that he becomes a member. Shall we not all combine in one grand strike for higher spiritual returns for our work. Let us refuse to live at any poor dying rate, while the master we serve makes certain such large returns for honest work. May a good Providence have you in his care and inspire you to all that is highest and most enduring.

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## PATRIOTISM IN THE COMMON SCHOOLS.

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ADDRESS OF M. E. INGALLS, ESQ., CINCINNATI, O.

*Ladies and Gentlemen:*—I was not aware, when our friend, Mr. Fay, came to see me about coming here this evening, that he was going to get me into such a scrape as he has. He seemed to think that he wanted me to come here, and I said to him that I could not give to him over a ten or fifteen minutes' speech—I never made over a twenty minute speech in my life—and that ten minutes was much better, and he said that was all he wanted.

If what I have to say to-night savors somewhat of the railroad, I hope you will pardon me, for it has been a great effort for me to get here, and six nights out of the last week I have spent in the sleeping car endeavoring to meet my engagement to be here. Whatever I have to say to you to-night I have prepared in riding over the country, and it may not be the best way in the world to prepare an article for so critical an audience as this, but whatever thoughts I have I know you will take charitably, bearing in mind these facts.

It is not my intention to discuss, before you to-night, books or the technique of education. I am too rusty in the business for that. Neither do I propose to discuss any particular book or any particular method. You know a great deal more about these than I do; and if I have not been a school teacher for many years I have learned this, that I do not want to venture upon a thing I know nothing about before people who are well acquainted with the subject. Some general ideas I have in regard to education, and the duties of school teachers, and these I am glad to present to you for what they are worth.

Teaching is an honorable occupation, and one that has more to do with shaping the history and the destiny of the country than any other occupation that I am aware of. Some historian has said if he could write

the songs of a people he did not care who made their history. If you will let me employ the school teachers of the country I will tell you in advance what its history will be, and there will be no rise or fall in it either. The thousands of boys and girls of the country make the future men and women; and what sort of men and women they make, what they do in the future, depends almost entirely upon the ideas they get at school, and the ideas they get at school depend entirely upon what you teach them.

Teaching is an occupation that is old; it was the beacon light that helped man out of barbarism and that has kept him improving for ages. The first real help that education got by the state, I think it is agreed, was by Charlemagne in the eighth century. From that time till this there have been spasmodic attempts by states and rulers to provide for education by the state. The ancestors of some of us, who settled in New England, probably formed the best system of compelling every boy and girl to obtain an education that had ever been provided up to that time, or perhaps has been since; and the educational system of New England was brought west and planted here in Ohio. It has been improved; it has been pronounced good by some; it has been criticised by others. I asked one or two of your members to-night as I came in what they thought of the educational system of Ohio. Some will tell you it is the best in the country, others will tell you it is not the best. I am told that the president of one of the leading colleges of this country has stated that he considered the educational system of New York the worst, and that Cincinnati was next to it. As that gentleman did not arrive in Cincinnati, I am told, until late one evening, and left on the early train the next morning, it might be he didn't look into it fully.

The system of education in Ohio is good, so far as I have been able to learn, but it has had one serious draw-back. In the city of Cincinnati, where I am most familiar, it seems to me that the worst thing is that the school has been carried into politics. The curse of your education in Ohio is your politics. It is only a few years since, in that good city of ours, the Democratic party did what they seldom do (and as I belong to that party perhaps I can criticise them), they nominated the very best men in Cincinnati for members of the school board. The Republican party, on the other hand, put up a colored barber, and he beat the Democrat by an enormous majority, and yet the good people of that city will criticise their school system and complain. Now, what I would ask you school teachers of Ohio to do is to teach your students when they become men and voters to keep the school system out of politics and the best men in charge of it.

The business of the school teacher is not so much to teach the boys and girls a particular study as it is so to teach them that in future years they can educate themselves. There are some people who think that the school is the place where you get a receipt that will cure any ill in after life, whether it concerns business, or politics, or anything else. The true aim of the teacher is to teach his pupils how to aim in future life. The things we learn at school from books are soon forgotten. I

prided myself when I went to school that I was a fine Greek scholar. To-day the letters of the Greek alphabet have no more meaning than so many Chinese characters. They have faded from my mind; and yet the days I spent in studying the Iliad and the Odyssey have been an un-failing source of strength to me ever since.

You will find plenty of discussions in the newspapers and magazines and by the orators of the day as to whether a university education is the right thing or the wrong thing. The right thing, my friends, is to give boys and girls the education they need. It may be a course at the university; it may be a course at the scientific school; it may be a course in your school of manual training, or in your high school or your common school; but whatever it is, you want to teach them so that when they go out from you they have their minds so drilled and skilled that they can continue to educate themselves, for education never ends. The popular talk of finishing your education is nothing but a form of speech. Your education ends only with life. If you are in right attitude, the older you get the more education you obtain, and the easier you obtain it, if you have learned in your youth how to learn. The main thing to settle is not whether a boy or girl shall be educated in the common schools of Ohio, whether he shall go to college in Ohio, or to college in the East, but the thing to do is to study the bent of the boy's mind and decide what is the best way to form him and prepare him to receive an education afterwards. These are some thoughts about which I have very earnest convictions.

This is so near the Fourth of July that I know you will pardon me if I give you a sort of Fourth of July oration. I have not much patience with people in this country who have a horror of Fourth of July. There are some people who get very nervous over a few fire crackers. There are others who turn up their noses over what they call Fourth of July oratory. What I would like to do is to make this good country of ours and its people more patriotic than they are, and there is but one way to do it, and that is through the schools. I would have every boy and girl and every man and woman in this country of ours intensely patriotic. I would have them full of love of country and patriotism, and the only way to do that is to do it through your schools. Instead of teaching them the history of distant countries, instead of giving them exclusively deeds of heroism that took place centuries ago, I would tell them something about our own land, something about the heroes of our own country. You all remember the story told by the poet, of the fisherman at Thermopylae, who, when he asked the traveler why he came to that country, was told of the glorious deeds of Leonidas and the history of that spot. You would hate to have some fisherman on the banks of the James River ask the traveler why he comes, and then learn for the first time of the glorious deeds that took place there thirty years ago; and yet you are liable to trip into that condition in this country if you don't look out. I was at Cambridge last week at the commencement and saw four hundred students about to graduate from Harvard. I venture to say that one-half of that four hundred knew more about the wars of the Dutch Republic than they knew about the history of

the ten years that preceded the great American war. And why? Simply because it has got to be the fashion. We do not teach enough about our own country. I would have every student in our common schools read the patriotic speeches of this country; I would have them familiar with the patriotic songs of this country. Why, last summer, I went to Europe, and happened to be on the ocean on the Fourth of July. They had a celebration and they undertook to sing the national hymn, and upon my word, there were four hundred and odd first class passengers there, and every one of them broke down trying to sing it, except the purser of the ship, and he was an Englishman. If it had not been for him we would not have had any national anthem on that Fourth of July.

I would like to ask you how many of the scholars of your common schools in Ohio can tell anything about the American flag. Probably nine-tenths of them could not tell you how many stars are on it, or ought to be on it; why it was made; who fought for it, and what its history is. I suppose you have all read of the discussion that is being carried on as to whether the American flag should float over the school houses of this country, and why on earth should it not? Is there any better place to instill in the minds of men love and veneration for it than in your schools. You must commence with your young people. You want to make it fashionable for people to be enthusiastic over the flag. A few years ago in Richmond, Va., they dedicated a monument to Robert E. Lee, the great Confederate general. The day they dedicated it, every old Confederate flag in the country was brought out, and the city of Richmond was alive with them. Why? It wasn't because they were disunionists; for there are no people, in my judgment, to-day who are more patriotic, who are better satisfied with the present condition of things than the people in the South; but that flag represented to them the struggles and trials of the past. It was an emblem of sacrifices they had made; it was a memento of brave hearts that had perished; and they brought it out as you would bring out the tender memory of things that had passed away. And yet, here in this country, we have a flag that represents untold sacrifices of men, of heroes, one hundred and odd years ago, and you cannot get a law through that it shall be put over your school houses, or that it shall not be used for advertising. How many of you have been abroad and when you have seen the flag of your country in a foreign land have felt your pulse quicken at that sight? You would not have much sympathy then for a man who objected to its being used over a school house, or a man who wanted to deface its folds with an advertisement of Colman's mustard or Ivory soap. Not much. Now, we must change all that, and the only persons who can change it are the school teachers.

Let me give you another example of politics and demagogery in Ohio schools, for it is nothing else. The only thing which the law requires to be taught in the way of language in the Cincinnati schools is the German. There is no law compelling you to teach the English language, but there is a law compelling you to teach the German language. Now, the German language is a very good language. I regret exceedingly that I cannot speak it. I am very anxious that all my children

should know it, but I want them to learn it as they would learn Italian, Spanish, French, Latin or Greek, because it is a good discipline for the mind. Was that the reason this law was passed? Not a bit of it. It was passed by a lot of second rate politicians because they wanted to catch the German vote, and it ought not to work. Any intelligent German must despise an American who wants to promote any other language, or pursue any other than his own. This country of ours is for Americans, and for all the world who come here to be Americans; but it is not the land to perpetuate a new Germany, or a new France, or a new Italy, or a new China. To do away with all this I want you to teach the boys and girls of your schools so that there shall be some defenders of your country's faith hereafter, whether in the halls of legislation, or in any other public places. I want you to make your students familiar with the sacrifices that were made, with the struggles that took place in this country, that humanity should be free and that the people should have a chance. In no other way can you avoid the present difficulty.

We are not half so patriotic here as in other countries. I was in Switzerland last summer, and I found they celebrated the 7th of July as the anniversary of their freedom. Every hamlet was alive with flags, every house was festooned and full of gayety, and the streets were full of happy people. I happened by chance to arrive in Paris on the 14th of July, which was their 4th of July. It was an evening I shall never forget. Cloudless, a beautiful moon, and the city was entirely given up to the celebration of that day. No carriages were allowed in the streets, bands were playing, a million people were in the streets, and everybody was happy and rejoicing over the day that gave them their freedom. Just such a day I would like to see in this country every 4th of July, when every man, woman and child should don their best apparel, put aside their work, and come forth in gladness to celebrate the day that made us a great nation and free.

We take very little interest in our past history. I visited in Paris the Tomb of the Invalides and saw there the last resting place of the great Emperor. It was crowded with sight-seers, and I could not but think of the beautiful day in May, when I went on the banks of the Potomac to the last resting place of Washington, the greatest patriot that ever lived, the man who put aside a kingly crown that our forefathers should have a chance to establish a government of the people, by the people and for the people. I could not but contrast the two places. One was filled with sight-seers, the other quiet and lonely. How many of you have visited Mt. Vernon and offered up your devotions there? How many of you have been to Lexington and viewed the ground where the first patriotic blood reddened the green sward? How many of you have visited Gettysburg, where the second life of the nation was saved? If you have not been to these places, how can you give their history to the youth that you instruct, and teach them to reverence and adore these places and the deeds that took place there.

I would have your schools, my friends, the very hot beds of patriotism. I would have it grow there so rank that we should become the

most patriotic nation on earth. It is only through your help that we can do it, and if we do not do it, there is danger that we become nothing but a race of noisy demagogues.

I have urged these things so strongly, my friends, because I feel them deeply, and I believe it is only in your schools where the great cure can be wrought. I have talked to you thus because I have such faith in your occupation. It is the most noble of any that exists, and I want you to feel it and not be discouraged in it. O, weary teacher, if your burdens seem greater at times than you can bear, you must remember that there are many things in your favor. It is not all hard work and no rewards. You have in the first place the pleasure of knowing that hereafter those whom you have taught and who become celebrated will hold you in tender regard. Your fame is sacred in that. You also have a present reward. I do not believe there is any occupation in the world that offers so much pleasure, so much comfort, as that of the school teacher. Looking over the experiences of a busy life, if I were to select an occupation with reference to comfort and pleasure, it would not be the busy merchant; it would not be the successful lawyer or politician,—there are too many wrecks that strew their paths, their success lies over the ruins of others; but I would take the school teacher or college professor. Your great advantage is that when other things are against you, when the world is apparently your enemy, you can turn to your books, and in them you have friends who are never deceitful, you have friends who are never cross or irritable, and the longer you live and the more you cultivate your library, the more comfort and the more pleasure you get out of it. It is an unfailing source of pleasure which lasts and grows as the years go by. I should have hesitated to come here to-night, were it not that I used to be a school teacher myself, and I know that you will have a little charity for me as one of your own craft. Times have changed somewhat since I used to teach a common school in New England. In those days the school teacher had to board around. In that way, the man who has the most children boards the teacher the longest, and as Providence always blesses the poor man with the most children, the teacher had to board the longest with the poor man. But the meanest thing about New England school teaching was, when one got a little higher than boarding around then they always put the school teacher up at auction. They called a meeting of the people of the district and asked who would board him the cheapest, and if there was a skinflint that would board him for a dollar a week, he got him. Things have improved somewhat since that, and yet it is a pleasure to look back to those days. I have never had any other business in my life that had such pleasant memories. Somehow, the memory of those days will come out of the quiet unbidden, making us wish for the touch of a vanished hand and the sound of a voice that is still.

MEMBERSHIP ROLL OF THE OHIO TEACHERS' ASSOCIATION, FOR 1892.

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- Adams Co.*.—J. W. Jones, J. B. Duzan, Manchester.
- Allen.*—Louise John, Delphos; J. M. Greenslade, Lima.
- Ashland.*—Sebastian Thomas, Wm. J. Crane, Ashland; G. C. Maurer, Loudonville.
- Ashtabula.*—J. E. McKean, J. L. Cook, Josiah Bixler, Jefferson; J. S. Lowé, Ashtabula; J. P. Treat, Belle Barnum, Geneva; A. A. Prentice, Rock Creek.
- Athens.*—C. S. Wheaton, Eli Dunkle, Chas. W. Super, Athens; F. S. Coultrap, Nelsonville.
- Auglaize.*—Zoe N. Pinkerton, Turah Shaw, Wapakoneta; J. D. Simpkins, St. Mary's.
- Belmont.*—W. C. Bowers, Barnesville; Alice Cunningham, Bellaire.
- Brown.*—F. S. Alley, Ripley.
- Butler.*—John Morris, B. B. Harlan, Middletown; C. C. Miller, Hamilton; S. L. Hertzog, W. A. Trowbridge, Seven Mile.
- Carroll.*—J. F. Hays, Carrollton; J. E. Finefrock, Margaret McCall, Malvern.
- Champaign.*—J. M. Mulford, Mechanicsburg; W. McK. Vance, I. N. Keyser, Urbana; J. Jerome Welty, North Lewisburg; Libbie Dennison, St. Paris.
- Clark.*—E. M. Van Cleve, South Charleston; Carey Bogges, W. H. Weir, L. S. Meloy, Springfield; W. W. Donham, Forgy.
- Clermont.*—G. B. Bolenbaugh, Fannie Dimitt, R. E. Scatterday, New Richmond; T. L. Simmermon, Mt. Carmel; Thos. P. Pierce, D. N. Cross, Loveland; J. E. Ockerman, Mrs. Maughan, Cora Griffis, Elma Townsley, Batavia.
- Clinton.*—Edward Merrick, H. E. Chatterton, Wilmington; W. J. Sewell, Sabina.
- Columbiana.*—M. E. Hard, F. R. Dyer, Maggie Umstead, Lillian Robb, Salem; J. F. Whiteleather, New Chambersburg; J. W. Moore, Leetonia; R. S. Baker, Salineville; Alfred E. Gladding, East Liverpool.
- Coshocton.*—J. F. Fenton, Geo. E. Neutse, B. R. McClelland, Coshocton.
- Crawford.*—A. W. Lewis, I. C. Guinther, Galion; J. J. Bliss, Crestline.
- Cuyahoga.*—C. F. Koehler, J. E. Stubbs, A. M. Mattison, Berea; F. O. Reeve, Brooklyn Village; Hattie E. Wheelock, Blanche M. Ellis, Margaret Ennis, Bedford; W. H. Kirk, East Cleveland; Mary Venable, Glenville.
- Ada Beers, Hattie Hills, Cora Jackson, Mary Fitch, Anna Ward, Lizzie Sprague, Emma Carbach, Percie A. Trowbridge, Franc P. McShain, Julia C. Silcox, Susan A. Dillin, Rose D. B. Holeywell, Cora M. Gayer, Justine M. Anzman, S. W. Horton, Jennie H. Avery, Margaret A. Cowley, Bertha E. Pratt, Eva A. Facey, Jeannette E. Young, Mary Harris, M. Emma Elder, Carrie L. Willcox, May Bleasdale, Alice L. Sterling, Mary DeMuth, Clara E. Lynch, Adelaide Corlett, Katharine Miller, Eliza J. Cowan, M. L. Blair, H. E. Gillett, Alice R. Marshall, Lizzie Cain, Fran-

ziska, Schaper, Annie Roteck, Flora L. McElroy, Flora Mayer, Bessie M. Kerwan, Annie Etzensperger, Sadie O'Connor, Augusta Whiteman, Mary G. Tello, Marie Fries, Ethel Sowers, Nellie Wheeler, Jennie B. Johnston, Antoinette Bohm, Hattie E. Walker, Emilia Dorer, Mary C. Hemenway, Emilie E. Luck, May French Hall, Jennie Hey, Amy B. Gay, R. Treel, Bertha Arndt, Dora B. Hamm, Eliza E. Corlett, Mathilde S. Gros-sart, Nettie E. Carver, Florence E. Taylor, Hattie E. Applegate, Belle K. Adams, Mary A. Fraser, Eliza A. Todd, Essie F. Corris, Margaret Sheen, Nellie J. Mulcahy, Sarah A. Leeds, Carrie Goodman, Emma Connolly, Leila Swaine, Effie Ogier, Thecla Kimmel, Belle M. Clarke, Hattie K. Greene, Minnie R. Whitehead, Lydia Mertz, Laura Smith, Sarah A. Smith, Emma Uhle, Carrie Miller, Josie M. Shipman, Marie Schmitt, Emma Dorer, Belle M. Colahan, Mary Welch, Lulie P. Tilton, Johanna Pluemer, Selda Cook, Mary E. Degnon, Sadie A. Riley, Alta L. French, Nellie V. Oates, S. A. Peters, Elsie Shulz, Nina Chandler, Cora L. Edgerton, Susie Foote, M. J. Johnston, Lena P. Bankhardt, E. Frank Brainard, Mary W. Reagh, Lena C. Albinger, Bessie Perley, Martha Reid, Hermine Schramm, Sarah A. C. Taylor, Wilkinson Rose, Vinnie J. Hain, Belle Kershaw, Ada C. Belt, Minnie Wheeler, Nellie V. Gear, Lizzie M. Urech, Clara Stewart, Amy E. Hooker, Anna Woboril, Lydia E. Cahoon, Laura E. Cahoon, Bertha Powell, Mary A. Morrow, Nettie M. Saurwin, Hattie Ritter, Mary M. Bill, Jennie W. Papworth, Nettie Braggins, Mary C. Rayen, Alla A. Blessing, Esther L. Pelton, Linnie Carr, Emma Leininger, Gussie Pettingill, Grace Murray, Nellie Corlett, Fannie Formanek, Fannie Hemenway, Flora J. Powers, M. H. Prentice, C. S. Bassett, Alice Williams, Ida M. Deighton, Mary Carroll, Bessie Blake, Augusta Renter, Emily H. Oviatt, Sarah C. Weber, Mary T. O'Malley, Mary U. McNealy, Mellie E. Bateman, E. M. Langdon, M. C. Lundy, Nora Davis, M. Tillie Barstow, Emilie Spengel, Marie T. Mueller, Florence Farrand, Anna Moran, Ella A. Phillips, Wendla Davis, Etta Griffith, Clara Mayer, Margaret McNerney, Hedwig Leick, Harriet V. Comstock, A. Louise Boehringer, Lucy Mason, Mary Fahnestock, Louise M. Hills, Mary V. Ross, Ella E. Hills, Anna Hutchinson, Cora L. Ellsworth, Emily Shaw, Grace White, Maud Worthington, Mathilde Stein, Anne E. Gyrn, Georgia Mayson, Georgia M. Benedict, Carrie A. Mink, Anna C. Fitzsimons, Eva E. Bernstein, Mary J. Norton, F. E. Addison, Martha J. Judkins, Louise R. Clark, Florence Larwill, Maggie E. Stack, Anna Goldrick, Nanna J. Dempcy, Agnes Herron, L. A. Whitaker, Maude Sholes, A. M. Smith, Zula L. Bruce, Ella C. Benham, Louise Witt Sterling, Jennie S. Marshal, Minnie R. Kuehle, Carrie Hammer, Julia Halle, John Bolton, Bettie A. Dutton, Ada E. Laird, Sophia D. Storke, Anna A. Hutton, N. Coe Stewart, Anna D. Walling, C. M. Waite, Mrs. Thank Ashton, Loey Davey, Jannette F. Jackson, Clara French, Harriet E. Corlett, Eva Venderink, Alice Christianar, Hattie Reichert, Alvina Bohm, Mamie Roth, Marie Heinsohn, Cora Bean, Mary Hasenpflug, Belle Wolf, Belle Sunderland, Kate Landgrebe, Otilie Ries-terei, Georgie Clark, Margaret Gavin, Kate S. Brennan, Clara M. Umbetaetter, Annie Downie P. G. Williams, J. A. Wilmot, A.



C. Thompson, L. A. Eastman, S. T. Greene, Jessie M. Haskins, Jennie Neiberger, Josie E. Wolf, Mary I. Walker, Belle Bolton, Lizzie M. Zapf, Ella L. Estrange, Josie Griswold, Caroline P. Sked, Kate M. Grayill, Fannie R. Facer, Susan E. Burrows, Emma E. Weining, Elisabeth Messenger, Mary Kelley, A. M. Krehbiel, Mary Whelan, Lulu E. Moyer, Christiana Quayle, Annie L. Worley, Teresa W. Mack, Margaret E. Smith, Elda M. Meyer, M. S. Olmstead, Alice Carothers, Vinnette Vaupel, Katharine Frankin, Amelia Warswick, Grace Bernard, Carrie Lawrence, Fannie Marshall, Kittie M. Clarke, Lulu S. Murray, Mary Gale, Ida Koehler, Della P. Moore, Ettie Clary, Lottie Hirsch, Hannah Gibbons, Alice M. Stiver, Rose L. McCoarty, Jessie F. Walker, Minnie E. Smith, Emma Doertenbach, Clara C. Griffith, Louise Wright, W. Barth, Annie G. Forward, Harriet E. Terrel, Lottie Norton, Lillian O'Neill, Mary Corkhill, Cordelia L. O'Neill, Antoinette E. Heil, Gertrude E. Tilton, Lina Uhl, Hannah Handler, Lizzie Craig, Margaret Mulhern, Ellen Greene, Laura C. Nash, Kate Carey, Helen M. Elflein, Ida M. Schmidt, Marie Pittner, Sarah L. Mitchell, Martha L. Evans, Lillian S. Newell, H. K. James, Mary L. Peterson, Hattie Chase, Laura Collister, Mary Barstow, Laura Johnston, Josephine Knapp, Effie Heintz, Florence Holmes, Anna C. Mueller, Mary Sproat, Lora W. Henderson, Alice D. Burton, Josephine Myer, Gertrude B. Lytle, Lucie B. Cole, Emilie Roeder, Laura E. Campbell, Margaret MacDougall, Edith H. Johnson, Helen Byerley, Luthella Holmes, Josephine Holmes, Amelia Beer, Louise M. Barber, Clara G. Tagg, Emma J. Smith, Jennie R. Wilson, Linda R. Treat, Nellie McHugh, Augusta Lederer, May J. Dibble, Lillie M. Burke, Mary E. Berry, Bertha Mayer, Minnie C. Barrett, Minnie E. Patterson, Lizzie I. Corris, Belle Dehler, Rose Schlatterbeck, Olive M. Clair, Hannah Clymer, Katherine Kilfoyl, Anna Cahill, Kate Piper, Anna S. Hutchinson, Julia Miller, Kate McFarland, K. M. Leggett, Millie H. Manter, Fannie D. Whiting, Adelaide A. Bultman, Abbie Putnam, M. Emma Brookes, Stella E. Hill, Lizzie K. Hain, Jennie E. Radcliffe, Lena E. Roeder, Fannie E. O'Marah, Jennie M. Jordan, Linda O'Marah, Carrie M. Burmaster, Mrs. G. McClintock, Annie E. Shepard, M. E. Cottrell, Ellen Jackson, Lizzie B. Kelly, Lizzie Sandrum, Anna M. Hart, Hattie L. Pope, Elizabeth Smith, Minnie G. Lloyd, Ada L. Brown, Dora Bubbe, Ida Edgerton, Kate E. Nutting, Eva Sheppard, Clara Woldmann, Mellie A. Ford, Luella J. Moore, Sadie Redding, Matilda Bubbe, Adele Baum, Julia A. Mulrooney, Lizzie C. Holmes, Kittie H. Lally, Mamie Graham, Ada G. Hine, Emma Altwater, N. McCourt, Mary E. Richards, Mary E. Roberts, Sophie Bloch, Eva Belles, Ray Weinberger, Augusta Stein, Margaret Lyon, Anna Boinemann, Regina Wind, Rosa McCaffery, Mary Jehlicka, Paula Kysela, Mary Brown, Lillie Neil, Margaret Killip, Alberta Gribben, M. E. Comstock, Emma K. Dana, Ida E. Eglin, Mary H. Smith, Flora M. Adams, Lotte Neville, Marie Claus, Alice Carson, Minnie Lindemann, Hattie Frese, Kate Lang, Carrie M. Miller, Mary A. Honecker, Estella M. Pinhard, Mattie R. House, Elizabeth Clifford, Carrie E. Broadwell, Ellen Heidenreich, Mary R. Ingham, Lillian Arbogast, Elizabeth B. Keegan, Ella Clark, Anna E. Sweeney, Nellie I. Weidenkopf, Anna J. Robinson, Mar-

garet G. Kelley, Mary J. Bright, Rosalie M. Walke, M. S. Johnson. Nellie Munson, Emma Ives, Nellie Canfield, Minnie Drake, Belle Bernard, Bertha Keffer, Mary Hanna, Margaret Hanna, Anna Bushnell, Florence Seaten, H. L. Keeler, Phebe S. Freeman, Ida M. Bartlett, Jessie S. Horwell, Annie Mallin, Dora M. Campbell, Sadie Monroe, Ida M. Cahoon, Marion McFerrien, Kate Burlin, Ida B. Malone, Mary Piwonka, Edna Banning, Edward L. Harris, Joseph Krug, H. C. Muckley, B. U. Rannells, C. P. Lynch, H. Woldmann, H. L. Peck, S. Weimer, W. J. Truesdale, Joseph Feil, A. Kimmel, D. M. Zeligzon, P. J. Twiggs, Charles T. Williams, D. W. Lothman, Helen L. Storke, Isabella J. Storke, Electa P. Bradbury, Nora V. Eshlesman, Meta M. Young, Carrie L. Axtell, Cordelia L. Horn, Bridget L. Gafney, M. E. McArthur, Annie Richards, Winnie Shanks, Ella M. Pelton, Ida B. Wilburn, Julia S. Sabin, Emma Waldeck, Cornelia Houschen, Millie E. Brown, Anna Boehringer, Harriet Sanborn, Lizzie L. Allen, Lottie C. Castiner, H. F. Allen, T. N. Johnston, Frank Aborn, T. J. Mitchell, L. L. Haskins, W. W. Blandin, Louise Jones, L. W. Day, E. F. Moulton, Jane E. Johnson, Ida Deaver, Elizabeth Graham, Emma L. Shuart, Ellen Scrogie, Hettie Davis, Marguerite Deasy, Helen Freeman, Eva Banning, Hattie Avery, Sarah Alexander, Jessie Hanchette, Olla Waldeck, Celia Wells, Mary Trappe, Elizabeth Neill, Adolf Kromer, William Richardson, Kate Wickam, Cleveland.

*Darke*.—F. Gillum Cromer, Ella Shover, W. F. Allgire, Greenville; J. M. Bunger, Mae Dodda, Union City.

*Defiance*.—C. W. Butler, Defiance.

*Delaware*.—D. E. Cowgill, Dr. W. G. Williams, Mrs. Delia L. Williams, Prof. W. F. Whitlock, Delaware; J. W. Cross, Ostrander.

*Erie*.—Lizzie S. Koegle, Maribel Curran, E. L. Moseley, E. J. Shives, Sandusky.

*Fairfield*.—C. L. Boyer, Lithopolis.

*Fayette*.—N. H. Chaney, Harriet R. Kirby, Washington C. H.

*Franklin*.—Mattie Simonton, E. Milli Howald, Anna Sims, Anna Rior-dan, Helen Bortle, Alice Butler, Harriet E. Bancroft, J. A. Shawan, Margaret W. Sutherland, Mary Gordon, Margaret E. Dennis, W. H. McFarland, Jessie A. Neate, Jennie Hammond, Margaret Pinney, Anna Dunlop, Harriet Judd, O. T. Corson, Mary Haig, Anna M. Osgood, C. D. Everett, C. S. Barrett, Harry Corns, Abram Brown, Ella Mayhew, Letitia L. Doane, F. B. Pearson, Carl Becker, Elizabeth Sessions, Hattie L. Hall, Columbus; D. J. Snyder, Reynoldsburg; Ed. D. Resler, Westerville; Thos. Fitzgerald, Canal Winchester; S. H. Layton, Worthington.

*Fulton*.—A. L. Biglow, Archbold.

*Gallia*.—J. B. Mohler, Hannah U. Maxon, Gallipolis; J. M. Davis, Ruth E. Brackett, Rio Grande.

*Geauga*.—H. H. Cully, Burton.

*Greene*.—E. B. Cox, Margaret Clark, F. G. Steele, S. A. Collins, T. A. Edwards, Geo. S. Ormsby, Xenia; Mollie M. Guthridge, Effie Srode, Fairfield; W. C. Wilson, Bellbrook; R. W. Mitchell, Alpha; M. J. Flannery, Jamestown; W. A. Smith, S. H. Pierce, Bowersville.

*Guernsey*.—John McBurney, Cambridge; W. H. Gregg, Quaker City; E. E. Smock, Cumberland.

*Hamilton*.—F. E. Crane, W. S. Strickland, Mrs. W. S. Strickland, Geo. F. Sands, Mrs. C. N. Lathrop, W. H. Morgan, Mrs. W. H. Morgan, E. R. Booth, F. P. Goodman, John C. Ridge, Mrs. Mary A. Birney, G. A. Carnahan, E. W. Coy, Geo. A. Howard, C. B. Ruggles, Cincinnati; J. P. Cummins, Clifton; S. T. Logan, Westwood; W. S. Cadman, C. M. Flowers, Norwood; M. F. Andrew, W. F. Hughes, Horace Hearn, Cheviot; A. B. Johnson, Avondale; S. T. Dial, Orah Rust, Mina Faul, Susie Vinnedge, Lockland; U. D. Clephane, Madeira; H. L. Crane, Oakley; A. J. McGrew, Bond Hill; C. S. Fay, Robena M. Kennedy, Mary Kennedy, Wyoming; F. B. Dyer, Madisonville; Wm. B. McGilliard, Springdale; F. H. Wilson, Sharonville; E. E. Ellis, Harrison; O. P. Voorhees, Newtown; J. L. Trisler, Hartwell; C. F. Dean, Glendale; Mina E. Shroyer, Kate M. Sweeney, Riverside.

*Hancock*.—J. W. Zeller, A. P. Schoonover, Findlay.

*Hardin*.—H. B. Williams, Kenton; Ella McClurg, Forest; Warren Darst, Ada.

*Harrison*.—H. V. Merrick, Cadiz.

*Henry*.—F. J. Beck, Napoleon.

*Highland*.—Samuel Major, Hillsboro.

*Hocking*.—R. E. Rayman, Logan.

*Holmes*.—J. A. McDowell, R. H. Sunkle, Millersburg.

*Huron*.—E. F. Warner, Bellevue; Ida L. Baker, A. D. Beechy, Norwalk; A. Ernsberger, North Fairfield; W. H. Mitchell, Monroeville.

*Jackson*.—

*Jefferson*.—H. N. Mertz, Steubenville.

*Knox*.—Walter E. Painter, D. H. Painter, J. E. Painter, Wm. E. Painter, Martinsburg; C. H. Hanger, Howard; L. D. Bonebrake, Mt. Vernon; S. H. Meharry, Centerburg; Charles Carson, Frank H. Roberts, Fredericktown.

*Lake*.—G. W. Ready, Painesville; F. W. Byrns, Fairport Harbor; J. C. Barney, Willoughby.

*Lawrence*.—W. R. Comings, Eliza Savage, Ironton.

*Licking*.—J. C. Hartzler, Newark; Ira C. Painter, Granville; C. S. D. Shawan, Harriet L. Messenger, Villette Dicus, Utica.

*Logan*.—Henry Whitworth, Bellefontaine; J. M. Reason, West Liberty.

*Lorain*.—H. M. Parker, Elyria; C. J. Britton, DeGraff; F. D. Ward, Elizabeth N. McConnell, Lorain; R. H. Kinnison, Wellington; Miss N. R. Way, Oberlin.

*Lucas*.—R. C. Van Gorder, J. I. Ward, G. K. Lyons, N. E. Hutchinson, H. W. Compton, Toledo.

*Madison*.—J. W. MacKinnon, London; Geo. A. Chambers, Plain City; L. W. Sheppard, Mt. Sterling; Chas. F. Sanford, Rosedale; C. E. Arbuckle, Summerford.

*Mahoning*.—Reuben McMillan, C. M. L. Altdoerffer, A. F. Miller, Canfield; F. Treudley, Josephine Miller, S. D. Sanor, Addie Wilmot, Youngstown; M. A. Kimmel, Poland.

*Marion*.—R. B. Bennett, La Rue; Arthur Powell, Kittie M. Smith, Marion; W. V. Smith, Caledonia,

*Medina*.—B. F. Hoover, Mrs. B. F. Hoover, Lodi; J. A. Lowrie, Seville; Millie Rickert, River Styx; F. L. Lytle, Sharon Center; J. R. Kennan, Lena Sanders, Medina.

*Meigs*.—

*Mercer*.—F. G. Shuey, Celina; T. W. Shimp, Ft. Recovery.

*Miami*.—C. W. Bennett, Mrs. C. W. Bennett, Piqua; C. L. Van Cleve, Elizabeth Walker, Aaron Grady, Troy; J. T. Bartmese, Tippecanoe.

*Monroe*.—

*Montgomery*.—C. L. Loos, W. J. White, Dayton; G. W. Brumbaugh, Brookville.

*Morgan*.—W. N. Wikoff, McConnellsville.

*Morrow*.—M. W. Spear, Mt. Gilead.

*Muskingum*.—L. E. Baughman, Dresden.

*Noble*.—

*Ottawa*.—

*Paulding*.—W. H. Mustard, Paulding.

*Perry*.—E. E. Rayman, Shawnee.

*Pickaway*.—

*Pike*.—J. A. Douglas, Waverly.

*Portage*.—A. B. Stutzman, Kent.

*Preble*.—J. P. Sharkey, Elmer G. Vaughan, Bessie Charles, F. O. Hartrum, Bitha Cassatt, Eaton; L. O. Lantis, W. T. Heilman, Gratis; Will H. Evans, West Elkton.

*Putnam*.—

*Richland*.—Bertha Reuss, John Simpson, D. F. Shafer, E. C. Wiles, Dora V. Zellner, Carrie B. Ruyan, Mansfield; Clara R. Donaldson, Adele Shepard, E. H. Webb, Plymouth; C. H. Handley, Hattie E. Hiles, Shelby.

*Ross*.—E. S. Cox, Reynold Janney, Chillicothe; A. L. Ellis, Kingston.

*Sandusky*.—F. M. Ginn, Clyde; W. W. Ross, Fremont.

*Scioto*.—Thomas Vickers, H. P. Smith, John A. Long, Portsmouth; W. H. Grady, Wheelersburg.

*Seneca*.—J. H. Snyder, C. A. Krout, Tiffin.

*Shelby*.—M. A. Yarnell, Sidney; S. Wilkin, Anna

*Stark*.—J. J. Burns, C. F. Stearns, Canton; E. A. Jones, Massillon; B. F. Yanney, J. E. Morris, H. R. Warner, Alliance; Rosamond Deitrich, Minerva; Alice Finefrock, Dora Finefrock, Lillian Wetzell, Waynesburg.

*Summit*.—W. V. Rood, Samuel Findley, Lee R. Knight, Agnes Kuleman, W. D. Shipman, Akron; A. A. Rothrock, Copley; F. Schnee, Cuyahoga Falls; E. N. Lloyd, Mogadore; John R. Davis, New Portage.

*Trumbull*.—W. S. Mathers, Melva Latham, Warren; F. Main, Newton Falls; F. J. Roller, Niles; L. L. Campbell, Hubbard.

*Tuscarawas*.—Chas. Hauptert, Minnie Porter, New Philadelphia; C. L. Cronebach, Eva Porter, Port Washington; J. W. Pfeiffer, Canal Dover; R. B. Smith, Uhrichsville; J. C. Conway, Dennison.

*Union*.—W. H. Cole, Josephine Lawrence, Nannie Forry, Marysville; G. H. Booth, Richwood.

*Van Wert.*—W. H. Lilly, Van Wert.

*Vinton.*—

*Warren.*—J. F. Lukens, R. H. Holbrook, Maria F. Hall, Zetta C. Blake, Lebanon; H. Bennett, Franklin; S. A. Stillwell, Waynesville; U. L. Monce, Harveysburg; W. P. Vandervoort, Morrow.

*Washington.*—Harvey Smith, M. R. Andrews, H. C. Frye, W. W. Boyd, Marietta.

*Wayne.*—Edward Maag, Mt. Eaton; J. W. Knott, S. F. Scovel, Wooster; G. W. Goshorn, West Salem; P. S. Berg, Apple Creek.

*Williams.*—W. A. Saunders, Bryan; Frank Smith, Pioneer; W. L. Fulton, Montpelier; A. B. Stevens, Stryker.

*Wood.*—D. A. Haylor, Bowling Green.

*Wyandot.*—F. W. Wenner, Upper Sandusky.

*Other States.*—E. O. Vaile, Alexander Forbes, Chicago, Ill.; R. W. Stevenson, Wichita, Kansas; Alston Ellis, Fort Collins, Col.; I. M. Clemens, Ann Arbor, Mich.; J. C. Muerman, Moscow, Idaho.

*Cleveland.*.....528  
*All Others.*.....388

Total membership,.....911

## CONSTITUTION OF THE OHIO STATE TEACHERS' ASSOCIATION.

REVISED JUNE 30, 1892.

ARTICLE I. This Association shall be called the Ohio State Teachers' Association, its object being to elevate the profession of teaching and thereby promote the interests of the schools of Ohio.

ARTICLE II. The Association shall consist of three sections to be known as the General Association, the Superintendents' Section, and the State Reading Circle.

ARTICLE III. The officers of the General Association shall be a President, three vice-Presidents, Secretary and Treasurer, who shall be chosen by ballot, or in such manner as the Association shall direct, at the annual meeting; and shall hold their offices for one year, and until their successors are elected.

ARTICLE IV. The President shall preside at all meetings of the General Association. In case of his absence or of a vacancy, any one of the vice-Presidents may perform the same duty.

ARTICLE V. The Secretary shall perform the duties usually pertaining to his office.

ARTICLE VI. The Treasurer shall receive all funds belonging to the Association, and pay out the same only on orders of the secretary of the executive committee. He shall make an annual report to the Association of the condition of the treasury.

ARTICLE VII. The officers of the Superintendents' Section shall be a President and a Secretary, to be chosen by the Section and hold their respective offices for one year.

ARTICLE VIII. The Ohio Teachers' Reading Circle shall be managed by a Board of Control consisting of eight members to be chosen by the General Association, two each year, to serve for four years, the State Commissioner of Common Schools to be a member, *ex-officio*, of this Board.

ARTICLE IX. The Standing Committees of the General Association shall be:

1. An Executive Committee.
2. A Committee on the Condition of Education in Ohio.
3. A Committee on School Legislation.
4. A Committee on the Publication and Distribution of Educational Information.
5. A Committee on Necrology.

ARTICLE X. The Standing Committees named in Article IX shall consist each of six members, two to be elected each year, to serve for three years, and until their successors are elected. The President shall, by virtue of his office, be a member of the Executive Committee, and the State Commissioner of Schools shall be a member of the Committee on School Legislation.

ARTICLE XI. The Executive Committee shall constitute a Board of Directors to carry into effect all resolutions of the Association not otherwise committed; to devise and put into operation such other measures for effecting the purposes of the Association, as it may deem best; to fix the time and place for holding all regular meetings of the Association, at least one meeting each year, and to make all needed arrangements for such meeting.

ARTICLE XII. The Executive Committee shall hold its first meeting directly after election, and afterwards shall meet on its own adjournment or appointment. Four members of the Committee shall constitute a quorum. A full record of its proceedings shall be kept, and an annual report of the same made to the Association.

ARTICLE XIII. The General Association shall have power to establish additional Sections, and provide for their organization.

ARTICLE XIV. The annual dues for membership in this Association shall be one dollar.

ARTICLE XV. This constitution may be amended by a majority of all the members present at any regular meeting, notice of such amendment having been given at the preceding meeting.

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## OHIO'S SCHOOL EXHIBIT AT THE COLUMBIAN EXPOSITION.

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Commissioner Corson introduced the Hon. Daniel J. Ryan, the Executive Commissioner for the State of Ohio to the Columbian Exposition, who spoke as follows:

*Ladies and Gentlemen:*—Through the kindness of the State Commissioner and the sufferance of the officers of your organization, I am here to-day for the purpose of endeavoring to awaken an interest in the educational exhibit for Ohio in the great Columbian Exposition.

The position which Ohio holds in the educational system of this country warrants the belief that it ought to take the very first rank in the exhibit at Chicago. That seems to be the general impression throughout this country, and the chief of the exhibit of the department of Liberal Arts, Prof. Peabody, who has the control of the educational exhibits, requested that space be applied for at once, in order that proper arrangements may be made before the building is completed. Mr. Corson has made application for 5,000 square feet, which will probably be the largest application made in all the States. We are warranted by the educational standing of Ohio in believing that this will be fully equipped with the very best results of the intellectual vigor and growth of our State. Indeed, in the last bulletin of the Educational Bureau, Dr. Harris takes occasion to remark in his preface that Ohio is the most fruitful ground for educational work and has the most complete development of educational work of any State in the United States. He says that every new educational theory of reform or progress is either attempted in Ohio, or completed in Ohio. That is very complimentary. I think we should do all we can to show that condition of affairs at Chicago in the very highest degree. The purpose of this educational exhibit reaches to the very foundation of the common school system. It commences at the very foundation and makes a departure from the plans followed in other expositions heretofore, of taking the very lowest system of gradation and showing it through all its branches. What I ask of the teachers of Ohio is that they respond heartily and promptly to every call made upon them, to the end that the expectations concerning us shall be fully realized.

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## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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The Forty-sixth Annual Meeting of the Ohio Teachers' Association was one of the best. The membership (911) was by far the largest in its history, though this is not to be taken as an index of the attendance. It is fair to suppose that less than half of the 528 Cleveland teachers who paid the membership fee were in attendance—perhaps not more than one-fourth of them. There may have been 600 teachers present in all. At all events, it was a good meeting. The officers, including the execu-

## *Ohio Educational Monthly.*

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*tive committee, did their part admirably. Of the papers and discussions, our readers can judge, as quite a full report is herein contained, swelling this issue to nearly three times the usual number of pages. We have neither time nor space for further comment.*

*We find no room this month for our budget of personal and news items. See next issue. We have only space to remind all the good friends of the MONTHLY that we expect much as the result of their good words in the institutes. Do not forget the MONTHLY.*

### THE NEXT MEETING OF THE STATE ASSOCIATION.

The Executive Committee of the State Association are anxious to know the sentiment of the teachers of the State with reference to the time and place of the next meeting. Four suggestions have been made: that we have a Round Table meeting, Holiday week of '92; that we meet as usual next summer; that we put off the meeting till Holiday week of '93; and that we hold no meeting till June of '94.

Let the suggestions be sent to the *Monthly* in time for the Sept. number, to myself as chairman of the Executive Committee, or to Secretary M. E. Hard, of Salem.

*Eaton, Ohio.*

J. P. SHARKEY.

### STATE EXAMINATION AT CLEVELAND.

#### HIGH SCHOOL CERTIFICATES.

J. C. Cooper, Vineyard Hill, Adams Co.; Geo. P. Deshler, McConnells-ville, Morgan Co.; Henry R. Warner, Alliance, Stark Co.; Clara G. Orton, Wilmington, Clinton Co.

#### COMMON SCHOOL CERTIFICATES.

Richard L. Allbrittain, Columbus, Franklin Co.; Millard F. Andrew, Cheviot, Hamilton Co.; Jasper C. Barnes, Belpre, Washington Co.; R. B. Bennett, Basil, Fairfield Co.; W. S. Cadman, Norwood, Hamilton Co.; Clifton D. Hubbell, Bedford, Cuyahoga Co.; J. L. Jordan, Marietta, Washington Co.; Samuel T. Logan, Westwood, Hamilton Co.; Edward Maag, Mt. Eaton, Wayne Co.; J. V. McMillan, Germano, Harrison Co.; U. L. Monce, Harveysburg, Warren Co.; E. L. Mosley, Sandusky, Erie Co.; J. E. Ockerman, Batavia, Clermont Co.; E. E. Rayman, Johnstown, Licking Co.; Geo. E. Ryan, Weston, Wood Co.; E. E. Smock, Cambridge, Guernsey Co.; W. P. Vandervort, Morrow, Warren Co.; Sylvester Wilkin, Anna, Shelby Co.; W. H. Wolfe, Lancaster, Fairfield Co.; Louise John, Delphos, Allen Co.; Anna M. Nutting, Kent, Portage County.

In all there were forty-nine applicants; twenty-five received certificates and twenty-four failed,

J. W. KNOTT, Clerk,  
Wooster, O.



— THE —

# OHIO EDUCATIONAL MONTHLY

(ORGAN OF THE OHIO TEACHERS' ASSOCIATION.)

—AND—

## THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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### THE MOTHER TONGUE.

CHAS. W. SUPER, PRESIDENT OHIO UNIVERSITY.

Perhaps no subject in the entire school curriculum has, during the last few years, received more careful consideration or been more frequently discussed than the question as to the best method of teaching the vernacular. Some educators, both in this country and England, whose opinions are entitled to careful consideration, maintain that what may be called technical grammar should be begun early in the course, for the reason that the careful discrimination of the parts of speech is a valuable stimulus to the thinking faculty.

Another point that has been urged in favor of the grammatical method as compared with the literary is that the material to be studied is easily obtained. If children are to study literature, only the best should be used and to provide this costs a great deal more than to provide English that is grammatically correct but which lays no claim to rhetorical excellence.

It will not be denied that language lessons properly conducted by a skillful teacher may be made to combine both the analytic and synthetic method, to the great advantage of the learner. But unfortunately it is so much easier to dissect and analyze sentences than to construct them, that the great majority of pupils stop with the first. It is a well proved maxim in pedagogy that we learn to

do by doing, yet when we come to the study of English we are sometimes told that we should learn to do by undoing. In fact, the technical grammarians belong generally to the undoing class.

I recall that when I was a lad of about thirteen, one of my teachers had me analyze and parse the whole of Pope's *Essay on Man*. After finishing this we proceeded to Milton's *Paradise Lost*, portions of which we treated in the same manner. Yet after all this, I had a very faint conception of what is meant by good English, and could not write three consecutive sentences that were rhetorically correct, and the teacher could not have done better, for he had taught me all he knew. Tens of thousands of young people are undergoing an experience similar to mine, and for like reasons. It is not easy to speak calmly of this enormous waste of time for the rising generation, and those who defend the methods that encourage it are only excusable on the ground that they have never risen into the more elevated intellectual regions in which alone there is to be found the enjoyment of the highest and best in literature.

The opinion that has rapidly gained ground among teachers during the last few years is that the child should be put at the study of the language as embodied in connected discourse rather than in fragmentary sentences. In other words, the rhetorical method is gaining advocates at the expense of the grammatical. Within the last dozen years much has been said upon the importance of learning foreign languages as one learns his mother-tongue. Perhaps it is not putting the case too strong to say that this department of linguistic study has been revolutionized by the advocates of the so-called natural method. Not all their claims have proved to be valid, but their principles have shown themselves to be correct. Now, the natural method makes the sentence and not the individual word the basis and starting point in the study of a foreign language. It is usually the case that men see what is afar off more clearly than what is near. There is not much doubt that the recognition of the fact that there is a natural method of studying foreign languages has given rise to the question whether there is not also a natural method of studying the native tongue. To answer this question with any degree of fullness would require a great deal of space, and it is impossible here to give more than a mere outline.

One does not need to have penetrated very deeply into the spirit of any literature to discover that it is not built up on a conscious knowledge of the grammar of a language. The study of technical

grammar is a comparatively late growth on English soil, especially in its application to the native tongue. It has flourished much more vigorously in Germany than in England. The completest English grammars are the work of Germans. A language becomes refined and polished in the writings of great men; then come the grammarians who analyze its structure and formulate the rules observed by writers. A foreigner can do this better than a native. There is no question that hundreds of men are now living who understand the Latin and Greek languages better than Cicero or Virgil, than Socrates and Plato. But when it comes to the use of these languages, how wide the gulf between the ancients and the moderns! The Greeks cultivated literature with brilliant success long before they scrutinized minutely the material with which it was built up. The thought as a whole was the matter of supreme interest to their great writers. Aristotle, whom Dante calls "the master of those who know," speaks of but four parts of speech. In his time the grammatical nomenclature had advanced no farther than this. Yet this man wrote books on almost all subjects of human interest.

After the Golden Age of Greek literature had passed away, and Alexandria rather than Athens became the great center of literary culture, scholars began to study minutely the master-pieces in order to discover, if possible, the secret of their power. This was an age of encyclopedias, dictionaries, and commentaries of every sort. Knowledge had enormously increased and power greatly diminished. The first systematic grammar of the Greek language was, however, not written till about 100 years B. C., not for Greeks but for Romans. This same text-book has become in a large measure the basis of all subsequent Greek as well as Latin grammars. It contains a formulation of the rules and principles observed by Greek writers before the time of its author. Until this time the teachers of Greek, particularly the Sophists, had studied the language as a whole and from the rhetorical rather than the grammatical point of view. It is needless to say that what is true of the Greek is also true of modern literature. Our entire grammatical nomenclature is simply a collection of names for tools, convenient, to be sure, but not essential. It is far better to know how to use any tool effectively than to know what its name is. Nor is it at all important that the same tool be always called by the same name. And yet how many disputes we have read and heard as to whether a certain word belonged to one part of speech or to another.

It is asserted by many teachers that the analysis of speech is an excellent training of the judgment. It is to be feared if they were to put themselves back into the mental state of the average boy or girl they would find the situation quite otherwise. But the average grammar-grinder does not possess sufficient suppleness of intellect to compass such a feat. All children and most young people find great difficulty in the analysis and comprehension of terms expressing abstract thought, though they use such terms without difficulty or indefiniteness. Take such a sentence as, The thought of my responsibility to God fills me with anxiety. This sentence is not hard to understand. But let us look at it grammatically. A grammar before me defines a noun as the name of "any person, place or thing." Now in the sentence before us are several nouns; but to how many children do they seem to come under the definition? Apparently they have almost nothing to place them in the same class with objects that may be seen or handled. The tyro is not to be blamed if he makes a bad mess of his parts of speech. Or, again, take the concept of some act as expressed in such sentences as, Walking makes me tired, I do not like to walk, We took a long walk, We stood still in the walk. In these and scores of similar expressions, the action-concept and the object-concept so insensibly shade off into each other that it is absurd to expect the child to distinguish clearly the one from the other. There is no difficulty in comprehending such sentences as wholes; the difficulty begins when we undertake a minute verbal analysis of them.

The sentence is the ultimate element and basis of every language. About the verb as the kernel of the sentence, the whole structure of language has grown up. It is not necessary that the hearer understand the meaning and grammatical relations of all the words in a sentence in order to comprehend it as a whole. The better educated of our political orators and nearly all our preachers use grammatical English. They intend to be and are understood, because their hearers attend to the discourse as a whole, not to its individual words. There is no doubt that the harangues of Cicero, with all their elaborateness of structure, were fully understood by his most ignorant listeners. They were moved by his eloquence; yet if they had been asked the cause they could not have given a correct answer. Such facts as these prove abundantly that persons can appreciate and enjoy literature, rhetorical effects, beauty of structure, eloquence, long before they know anything about technical grammar.

It is a vice of much of our teaching of foreign languages that we make too much of the grammar. Homer and Virgil, Goethe and Schiller are read as if the important thing was the etymology and the syntax, rather than the thought. Studied in this way, there is no difference between the writings of a great man and a small one. Children who are brought up among people who speak a language correctly learn to speak in the same way. Growing usage approximates more and more closely to fixed usage. Where the surroundings of children are unfavorable to correctness of speech, it is the teacher's business, so far as he can, to neutralize the influence of evil habits. There is no way in which this can be more effectually done than by requiring the pupil to write and speak as much as possible, and correcting his mistakes. Language is a matter of usage, not of logic. A sentence may express the most glaring logical absurdity, and yet be grammatically correct. Or it may be logically correct and be grammatically wrong. No language constructed on artificial principles, no matter how logical, stands a ghost of a chance to be generally accepted. A living language, too, is in constant process of change. The English of Shakespeare is not that of Addison; that of Addison is already some distance removed from the English of Macaulay and Lowell. Words and constructions become obsolete; others that were for a time tabooed become respectable. Dictionaries and grammars merely register; they do not create. No writer of genuine power consults the dictionary in order to see with what meaning he shall use a word. The meaning he gives to it will be the one found in the dictionary. The power of usage, for which no individual is as a rule responsible, and from which no individual is exempt, attaches metaphorical meanings to a large number of words; metaphor is in the course of time forgotten and there is no limit to the distance it may wander away from the starting point. What was originally a verb may now be a conjunction or an interjection. A demonstrative in time becomes an article or drops out of use entirely. A study of the history of many words makes plain the utter uselessness of disputing as to what part of speech we should assign them. It is very much as if we were to dispute whether a certain number of leaves bound together ought to be called a book, a volume, or something else. The name by which a thing is called does not affect its use, and this alone is important.

The great obstacle in the way of a higher order of language teaching, a method that shall have regard to literature rather than

to grammar, is, as before said, the qualifications it demands on the part of the teacher. If our county examiners were to require of all candidates for ungraded schools some knowledge of literature and the ability to write good English as a condition for a certificate, not one in ten would pass. In the graded schools the situation is somewhat better, but here too the percent of rejections would be vastly increased. What proportion of our examiners could successfully undergo a test of this kind, I will not undertake to predict. It is well known that many of our college and university graduates, especially those from the technical and professional courses, can not write correct English. Here is not the place to argue the question whether such persons are fit to graduate. For myself I think they are not. But the blame for this unfortunate condition of things rests more heavily on the primary and secondary schools than on the higher. In these, the vernacular is one of the main branches of study; in the others it is not.

To teach English by the literary method is difficult; to pretend to teach it by the grammatical is easy. The opposition to the former and the defense of the latter are in many cases of a piece with the opposition to the study of psychology. In spite of the fact that the leading educational writers of our time, the men who are most clearly pointing out the directions in which true pedagogy must advance, if it moves forward at all, are the men who have given the most careful attention to psychology,—in spite of these things we are told over and over that a knowledge of psychology is of no use to the teacher; yea, teachers are even warned against it. Similarly, we find that those instructors who have been most successful in imparting a knowledge of the native speech, with all that this implies, are they who regard it from the stand-point of literature rather than as a collection of words. And yet the champions of the grammar are neither few nor insignificant.

The objections we meet here are of a kind with those encountered wherever the surrender of the old and the adoption of the new is urged. The great majority of men early in life attain a condition of stable equilibrium from which they do not like to be thrust. They are much more ready, because it is a great deal easier, to defend a belief, a creed, an opinion, or a practice than to examine into its truth or reasonableness. Teachers are liable to fall into a routine from which it is generally disagreeable to be disturbed. Arguments in defense of the traditional, others are willing to furnish us; those in favor of an innovation, we must usually find for ourselves.

Whenever a proposal is made to advance the standard of qualification for any profession it is sure to meet with vigorous opposition. During the last few years, the medical fraternity has been urging prospective physicians to get a better general education before taking up the study of medicine. But the innovation is not welcomed by those whom it is intended to aid; and those institutions that are satisfied with the most meager qualifications reap the financial benefit. Of prospective candidates for teachers' certificates, perhaps one-half fail. Presuming to be the best judges of their own merits, they vilipend the examiners for setting too high a standard. The history of progress in the least matters as well as the greatest is the history of persistent opposition to the will of the majority, as well as a record of the triumphs of reasoned intelligence over mere sentiment.

It cannot be claimed that all the advocates of the grammatical method of teaching the vernacular are incompetent to stand upon a higher plane. Such a charge against men like the late Matthew Arnold would refute itself. Many of them have, however, reached an intellectual stand-point from which they can no longer justly estimate the difficulties the beginner has to encounter, nor see the most direct method of overcoming them. Besides, both in England and on the continent the methods of instruction in the public schools have been a good deal vitiated by that afforded in the classical schools. If the tyro is to study another language besides his own, a different method may be pursued. In Germany instruction in the native speech has already to a considerable extent been emancipated from classical methods; and the reform is still in progress. England also has some doughty champions of more rational methods. On the other hand, the French have at all times been so proud of their language that it has been assiduously cultivated in almost all their schools. It is not a matter of chance that almost everything written by Frenchmen is characterized by lucidity of thought and clearness of expression.

The results under the old system have everywhere been unsatisfactory. The verdict of history as well as of experience is against it. It ought not to be difficult for those who covet earnestly the best gifts to decide between the two methods when they have before them results of the one and the promise of the other. What we have reason to expect of the next generation from the increased taste for literature can not be discussed here; but it is by no means the weakest of the arguments in favor of a more rational method in the study of the English language.

ARTICLE VIII. The Ohio Teachers' Reading Circle shall be managed by a Board of Control consisting of eight members to be chosen by the General Association, two each year, to serve for four years, the State Commissioner of Common Schools to be a member, *ex-officio*, of this Board.

ARTICLE IX. The Standing Committees of the General Association shall be:

1. An Executive Committee.
2. A Committee on the Condition of Education in Ohio.
3. A Committee on School Legislation.
4. A Committee on the Publication and Distribution of Educational Information.
5. A Committee on Necrology.

ARTICLE X. The Standing Committees named in Article IX shall consist each of six members, two to be elected each year, to serve for three years, and until their successors are elected. The President shall, by virtue of his office, be a member of the Executive Committee, and the State Commissioner of Schools shall be a member of the Committee on School Legislation.

ARTICLE XI. The Executive Committee shall constitute a Board of Directors to carry into effect all resolutions of the Association not otherwise committed; to devise and put into operation such other measures for effecting the purposes of the Association, as it may deem best; to fix the time and place for holding all regular meetings of the Association, at least one meeting each year, and to make all needed arrangements for such meeting.

ARTICLE XII. The Executive Committee shall hold its first meeting directly after election, and afterwards shall meet on its own adjournment or appointment. Four members of the Committee shall constitute a quorum. A full record of its proceedings shall be kept, and an annual report of the same made to the Association.

ARTICLE XIII. The General Association shall have power to establish additional Sections, and provide for their organization.

ARTICLE XIV. The annual dues for membership in this Association shall be one dollar.

ARTICLE XV. This constitution may be amended by a majority of all the members present at any regular meeting, notice of such amendment having been given at the preceding meeting.

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## OHIO'S SCHOOL EXHIBIT AT THE COLUMBIAN EXPOSITION.

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Commissioner Corson introduced the Hon. Daniel J. Ryan, the Executive Commissioner for the State of Ohio to the Columbian Exposition, who spoke as follows:

*Ladies and Gentlemen.*—Through the kindness of the State Commissioner and the sufferance of the officers of your organization, I am here to-day for the purpose of endeavoring to awaken an interest in the educational exhibit for Ohio in the great Columbian Exposition.



The position which Ohio holds in the educational system of this country warrants the belief that it ought to take the very first rank in the exhibit at Chicago. That seems to be the general impression throughout this country, and the chief of the exhibit of the department of Liberal Arts, Prof. Peabody, who has the control of the educational exhibits, requested that space be applied for at once, in order that proper arrangements may be made before the building is completed. Mr. Corson has made application for 5,000 square feet, which will probably be the largest application made in all the States. We are warranted by the educational standing of Ohio in believing that this will be fully equipped with the very best results of the intellectual vigor and growth of our State. Indeed, in the last bulletin of the Educational Bureau, Dr. Harris takes occasion to remark in his preface that Ohio is the most fruitful ground for educational work and has the most complete development of educational work of any State in the United States. He says that every new educational theory of reform or progress is either attempted in Ohio, or completed in Ohio. That is very complimentary. I think we should do all we can to show that condition of affairs at Chicago in the very highest degree. The purpose of this educational exhibit reaches to the very foundation of the common school system. It commences at the very foundation and makes a departure from the plans followed in other expositions heretofore, of taking the very lowest system of gradation and showing it through all its branches. What I ask of the teachers of Ohio is that they respond heartily and promptly to every call made upon them, to the end that the expectations concerning us shall be fully realized.

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and give an example of each. 6. What nations own islands in the West Indies? Tell which belong to each. 7. On what bodies of water would you sail in going from Trieste to Chicago by water? 8. Name a characteristic animal of Australia. Of South America. Of India. Of Africa. 9. Of what is each of the following cities the capital: Tokio? Constantinople? Brussels? Copenhagen? Olympia? 10. Name the States that touch Lake Michigan and give the capital of each.

PHYSIOLOGY.—1. Describe the capillaries. How are they fitted to irrigate the tissues? Describe the valves of the heart and their actions. 3. Why is the pulse lost in the capillaries? 4. Name the parts through which the air passes to the lungs. 5. Describe the several functions of the liver. 6. Explain the working of the different classes of joints. 7. What is a reflex action? 8. Name the different parts of the eye in their order and explain function of each. 9. State the effect of alcohol: *a*, on heart; *b*, on circulation; *c*, on brain. 10. What instruction do you give in hygiene?

ZOOLOGY.—1. Give some account of the life of Darwin; the name of his most important publication; the line of argument advanced. 2. What are the distinguishing characteristics of vertebrata; of articulata; of protozoa? 3. Explain instinct and habit as found in animals. 4. What do you mean by the term *fauna*? Why should the fauna of Europe differ from that of Africa? Why should the fauna of the Atlantic coast differ from that of Ohio, Colorado, Texas, Utah? 5. Select some animal with which you are *well* acquainted: (*a*) Give its zoological classification. (*b*) Show in what respects it differs from other species or genera. (*c*) Give an account of its development. (*d*) State its distribution and habit. (*e*) Is it a native or an introduced species? If introduced, when, by whom, or by what agency? Have its characters changed?

BOTANY.—1. Describe a typical flower, including a description of all the parts in their true order and their functions. 2. Describe a leaf; make drawings of its several parts. 3. Trace the development of a plant from the seed, naming the several stages. 4. Compare growth in exogens with that in endogens. 5. Give a careful description of underground stems. 6. Explain the flow of sap. 7. Explain the growth of roots. 8. Describe the process of fertilization in plants. 9. Describe in full a species from the genus *Ranunculus*. 10. Mention the character of the *rosaceæ*, the *leguminosæ* and the *liliaceæ*.

PHYSICS.—1. How would you illustrate to a class the properties of impenetrability and inertia? 2. Find the length of a pendulum that will vibrate 5 times in 4 seconds. 3. Find the pressure on one side of a cistern 2 m. square and 4 m. high, filled with water. How would you illustrate to a class the upward pressure of liquids? 4. Give two illustrations of each class of lever, and state the law of the pulley. 5. A ball weighing 970 grains, weighs in water 895 grains, in alcohol 910 grains; find the specific gravity of the alcohol. 6. What apparatus would you suggest to illustrate the subject of light? 7. Upon what principle does the process of distillation depend? Define latent and specific heat. 8. A liter of air is measured at  $0^{\circ}\text{C}.$ , and 760 mm.; what volume will it occupy at 740 mm., and  $18^{\circ}\text{C}$ ? 9. How does temperature affect the velocity of sound? Upon what does pitch of sound depend? How can this be shown to a class? 10. Define ampere, volt, and ohm. Explain fully electrification by induction.

CHEMISTRY.—1. How would you illustrate to a class the difference between a physical and a chemical change? 2. What percent of nitric acid is nitrogen? 3. Give the composition of air by volume and weight. How can it be shown that air is a mixture and not a chemical compound? 4. How would you prepare chlorine for experimental purposes? 5. Indicate briefly the experiments you would make with carbon dioxide. 6. Describe the process of smelting iron ore, and explain the chemical changes. 7. How many liters of oxygen can be obtained from 10 grams of potassium chlorate when the barometer reads 750 mm., and the thermometer  $25^{\circ}$ ? 8. Represent the reaction in alcoholic fermentation. 9. What are bases? What is a salt? What is meant by quantivalues? 10. Give the properties of sodium. Name its compounds, and give the formula for each.

GEOLOGY.—1. Name the leading writers on geology and give a list of their most important publications. 2. State in full the arguments in support of the theory of the earth's central fluidity. 3. Show that metamorphic rocks were stratified, and not igneous. 4. Name the several formations found in Ohio; give their location and economic value. 5. Give a full account of the carboniferous formation in the United States; the distribution and extent of the several coal areas; describe the several varieties of coal; give some account of the methods of mining coal, and the value of yearly output.

**WHAT IS EVER SEEN IS NEVER SEEN.**

BY CELIA DOERNER.

"You may all put your hands behind you," I said to a class in the first year of the High School. "Now tell me, John, which of your fingers is longer, the first or the third?" "The first—no, the third—indeed, I don't know." And John looked puzzled. "Mary, which of yours is longer?" "I'm not sure, but I think it's the first." "What do the others think?" "The third!"—"No, the first!"—"They're equal!" All these answers were given with evident hesitation.

"You may now look at your hands and convince yourselves." All but one of the pupils now decided that the ring-finger was longer than the index-finger. One found the two fingers of equal length. I told them that in some few hands the index-finger is longer.

The pupils were amused to think that they had never closely observed their own hands, and I placed on the board the sentence, "What is ever seen is never seen." After what had preceded, it was not difficult for the class to grasp the thought.

"Now, boys and girls, I shall ask each of you to observe some familiar object more closely than ever before and to write out the result of your observations, together with your reflections on this experiment. The sentence on the board would make a good heading for the composition."

The result was a number of very interesting compositions containing much that was a surprise and a revelation, even to one who had had some previous experience with the blindness of the seeing.

One girl said that she had just found out that the stars shine even in winter; she had always imagined that they were visible only in summer. As, among other things, I had suggested their observing the heavens, several expressed their surprise and astonishment at the beauty of the starry sky, which they had never before suspected. It was the first time, too, that some of them had noticed that the stars have an apparent motion in the heavens, just as the sun and the moon have.

Others made discoveries as to the beauties and wonders of some common weeds or insects. One made a study of human ears and was surprised to find that they differed so much in shape. Another examined a coin and came to the conclusion that he had never before really seen it.



One of the girls told how almost every day she passed along Garfield Place, yet had never even noticed the statue there, until one day a stranger who happened to be with her asked her the name of the monument. Then for the first time in her life she beheld the statue of Garfield. One boy made a study of the Probasco Fountain, of which he was sure he could not have given even the meagerest description beforehand. Several declared that during that week they had learned more by the use of their eyes than in months and years preceding, and many good resolutions were recorded.

Does not this experiment point clearly to some serious deficiencies in our teaching, and to the simple remedies which are within the reach of every teacher in every school?

*Hughes High School, Cincinnati, O.*

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## THE FIRST DAY'S WORK IN THE DISTRICT SCHOOL.

BY W. C. LANSDON, KANSAS NORMAL COLLEGE.

Some time before the opening of the school, the teacher should inform himself as fully as possible on the nature of the work he is to do, the means at hand to do it with, and the manner of people for whom it is to be done.

*The disposition of the school board* should be well understood by the teacher. If a course of study has been adopted, and definite plans for the work of the school mapped out, the teacher is by law required to walk in the indicated path, and so long as he does so he has the right to expect the cordial and effective cooperation of the board. If there is no course of study, and the board incline to slight their duties to the teacher, it is a valuable forewarning to know it.

*The disposition of the patrons toward the teacher and the school-work* should be known. It is an ever-strengthening inspiration to the teacher to feel that he is appreciated and aided in his work by an intelligent and approving public opinion.

*The condition of the school-house and grounds* must be ascertained by a visit and careful inspection at least one week before the opening day. If cleaning and repairs are necessary, the board must be urged to do its duty. As a last resort, the teacher is advised to clean house rather than begin work in a dirty room.

*The apparatus and library should be examined.* Torn and defaced maps and books, as well as broken apparatus, can often be

restored to usefulness through the agency of paste, tacks, and screw-driver, used with energy and patience by the teacher. Make careful note of deficiencies, with a view to recommending additions by the board when the ear of that authority can be obtained. Supply urgent present needs from personal accumulations. Never be afraid of doing too much to facilitate the work of the school. Such sacrifices are always of greatest value to those who make them.

*The number, standing and classification of the pupils* must be learned from the register of the previous term. The teacher should get the register from the clerk, and study it carefully before making any definite plans, even for a temporary program.

*Further information* as to the nature and disposition of the different bad boys and good girls in the school, the weaknesses or wickednesses of the last teacher, or of certain patrons of the school, can be safely left for future discovery. There is, perhaps, as much danger of knowing too much as too little of the pupils and people among whom the teacher has been placed. Begin the work perfectly free from personal predilections and prejudices.

*The teacher should be early on the ground*—first, if possible—on the appointed morning. The gathering pupils should be greeted pleasantly, but not effusively. First impressions, justly or unjustly, are strongest, and the value and influence of the term's work depend largely on the teacher's first morning in school. There should be ease and confidence of bearing. In dress, in dignity, in demeanor, there should be no attempt to be other than the plain, self-possessed business man.

*The opening exercises* should be interesting and brief, and of such kind as may, on deliberation, seem best to the teacher. They must not be of such a nature as to offend reasonable people who have convictions of their own.

*The temporary program* should be placed on the blackboard before school is called to order. After the opening exercises, the attention of the pupils is to be directed to it. The following is suggested for the first quarter-day session :

- 9:00. Opening exercises.
- 9:05. First reader.
- 9:15. Fourth reader, page 40.
- 9:30. Third reader, page 35.
- 9:45. Second reader, page 20.
- 10:00. History, page 15.
- 10:15. Penmanship.
- 10:30. Recess.

Use no time in securing names, but call and hear the classes as indicated on the program. The first-reader class can make no preparations, and so is called first. In the fourth-reader class names can be secured, if thought desirable, the standing of the pupils can be ascertained, and the work for the next recitation can be assigned. So with the other classes. Each pupil will, in this way, be given work from the first, and that period of idleness and disorder that ushers in the first day of so many schools can be abolished. During the day, the place, standing and names of most of the pupils can be learned, and by the beginning of the second day the permanent program can be in place, and everything running as smoothly as well-regulated machinery.

A successful first day means a successful school. It can be secured by every thoughtful teacher who has the foresight and wisdom to plan for it.—*Western School Journal*.

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## THE TEACHER MUST LEARN HIS PUPILS.

BY REV. E. M. FERGUSON.

These thoughts were penned for Sunday-school teachers, but they are also applicable to other teachers.

When you attend the next county convention, which you expect to do, of course—you will hear a good deal about the importance and the methods of learning your lesson. But let me give you a few suggestions about that other, and in many respects more important, duty—learning your class. I will presume that you have lately taken charge of a class, with the expressed determination to be a faithful teacher, and to give up your own personal comfort and inclinations, when these conflict with the duties you owe the scholars and the school.

Your first work, then—and your last, for you will be at it all the time, is to learn your scholars. You know their names already, and speak pleasantly to them by name when you meet them. In the class-book provided by the school, or made by yourself out of a ten-cent grocery pass-book, you have recorded their names, residences, birthdays (month, day, year), and parents' names. You have been to see them at home, of course, and feel pretty well acquainted with their mothers. You timed your visit so as to have a few minutes' quiet chat with the mother before your charge bursts open the door, fresh from school, and was hastily told, "Put your things away and sit down; here's your teacher." And so you feel

that you know your class pretty well, and you have several times amused your friends by relating their various peculiarities and odd sayings. But *do* you know them?

Think about yourself a minute. Do they know you? Do they understand the motives that bring you out, this hot day, to teach dull, restless children in a stuffy room? Do they even suspect the existence of the thoughts that are surging back and forth behind your pleasant, cheery countenance? Not much, you think. Well, then, neither do you know them; for they have thoughts, too. "Ah, but I am grown up, and they are only children!" But had you no thoughts when you were of their age? Unlock Memory's casket, and be a child again. What deep, voiceless questionings filled your little brain! How often people misunderstood your motives! How you used to look forth from the peep-holes of your castle of personality, and think how strange and wonderful it was that nobody—not father, mother, teacher, or bosom friend—but yourself had ever wandered through its halls, and penetrated its dark closets. And reflect that each of your scholars lives in such a castle, each one different, and that you must find the keys of all. That dull, unsatisfactory scholar, whom you wish out of your class, simply lives in a castle with extra high walls, and you have not gained them yet. Once inside, he is likely to prove the most interesting and uncommonplace of all.

But how are we to know what is going on in those castles? Watch the windows. Keep a loving, sympathetic eye on all that your scholars say and do, and little by little you will learn the secrets of their souls. A little boy opened his castle-door wide for me last week. He was trying to repeat the twenty-third Psalm, and he said: "He leadeth me beside the tow-path." Don't laugh, but think what that queer mistake revealed. The image in that little fellow's mind corresponding to "still waters" was evidently the placid surface of the canal that stretched itself in front of his home. He had stood and watched the clouds mirrored in the water, and admired the scene—more of a poet is he, maybe, than you are—and when the phrase was taught him, he filled it with meaning from his own observations of nature. So I perceive, not only what this child thought, but how it is that all children think within the circle of their experience, and that, if I want to know their inner life, I can learn much about it by studying their outer life, and then adding thereto the words they let fall in moments of unconscious self-revelation.—*S. S. Times.*

## THE TEACHER'S DECALOGUE.

BY B. M. BAKER.

A method of preparation is necessary to all true teaching. The method that I shall here present is not the only one.

There are ten rules in this scheme of preparation, and hence I style it the Teacher's Decalogue. It is assumed that the need and reason for preparation are well understood, and that the teacher is willing to make any requisite effort to secure it.

1. The first step or law in our decalogue is that of *actuality*. The teacher should have a clear conception of both the real and unreal, the theoretical and practical, if he expects to be successful in the presentation of any subject.

2. *Read, read, read!* This continuous work of reading should begin very early in the week. There is no way to absorb the entire meaning of the subject, equal to continuous reading. The lesson text should be read so many times that it is fastened in the memory without a definite attempt at committing it to memory. It then by its own power presents itself before the mind at all times. The great lack of teaching is familiarity with the text.

3. *Self-test.* Make sure that you know the lesson and that you know that you know it. To do this employ a method of self-test, such as would be furnished by repeating the facts of the lesson in their order aloud as you can find opportunity.

4. *Compare the work done in self-test with the text.* Note carefully if you have failed to understand anything. If you have misarranged or omitted anything you will discover it. Make this comparison very carefully, etc.

5. *Catch-words.* Without book, write on paper several prominent words which you can commit to memory, and which will instantly suggest the whole lesson. They will become a nucleus around which illustrations will gather as your week goes by. They will be to your lesson preparation what ganglionic centers are in the nervous system.

6. *Make Outline.* An outline for work is as necessary to the lesson-preparation as a plan is to a building. It should be of few points. Two good comprehensive outline headings, or at the most three, will be of great practical service.

7. *Write Questions.* When one has gone as far as this scheme suggests, the facts of the lesson will be well in mind. As interrogation is the greatest accomplishment of the teacher, it deserves

great study to become facile in it. There is no better way than to practice in writing questions. Study them when written to see how they might be bettered, or see what possible answer might be given to them. Strike out such as seem too easy, or obscure, or useless, or indefinite.

8. *Study Questions.* That is, questions in question books made by others. Test them. Is the question ambiguous? Why was it asked? To what does it lead? Can a double answer be given? Does it open the way for unwise discussion? Other points might be given.

9. *Practical Lessons.* By this time you are full of the lesson and it had made you think of many things. There have been plenty of suggestions that bear on the human life, and you do not know what to use. Write them all out in full. Reflect upon them. Select from them the best. Have your quiver full; you can use but two or three, be sure you use the best.

10. *Helps.* You have found some difficulties, but you have mastered the lesson spirit. Your preparation thus far is all your own. Now, in order to have no weak points in your armor, consult all such helps as you can obtain. When all is done, and you feel prepared, carry it all out with a true conscience, and wait patiently for the spirit of investigation in your pupils.

Why is such a preparation necessary? It is necessary because of the lesson itself, because of the teacher, and more especially because of the scholar. The scholar has needs. The teacher must not only know them, but must know how to meet them. Each pupil differs from every other; all wants are different. Therefore, careful study is needed that each want be adequately met.—*Ind. School Journal.*

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## THE UNCULTURED GRADUATE.

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BY ESTHER TUTTLE PRITCHARD, WESTERN SPRINGS, ILL.

There is food for reflection in this short article, and it ought to lead every public-school man and woman who reads it to some vigorous and definite action along the line indicated.—EDITOR MONTHLY.

It seems like a contradiction of terms to speak of an uncultured graduate, but used in a restricted sense and applied mainly to the use of our mother tongue, observation justifies the expression. One would naturally suppose that a young man of good understanding would refuse to spend so much time as is needful to gain

a knowledge of three or four living or dead languages to the neglect of his own; and were it not for the inexorable demands of the college curriculum, perhaps he would. Clearly, to complete a college course, having taken Greek, Latin, French and German, and still be unable to express oneself with tolerable precision, to converse for a half hour without glaring mistakes in syntax, or even to write a fairly good hand, is an absurdity and a disgrace. Yet it is scarcely an exaggeration to say that with the alumni of some of our colleges these deficiencies are the rule rather than the exception.

This sort of an education reminds one of a house on pegs, and with an ugly seam running from bottom to top, — answering a purpose, it is true, but ill-grounded and unsightly. And right here is where the college faculty plead excuse. They tell us the fault is in the preparatory work, and cannot be overcome in college; that their architect plans for the superstructure and has no voice about the foundation; that they do not undertake to teach grammar, orthography and penmanship. Very good, but *are not these elements carried forward and wrought into all the work of the student* and can there not be a supervision that will remedy the defects and create higher standards of accuracy?

Would it be a waste of time for the college professor to insist on correct syntax in the class recitation, and also, in all written exercises, to require neat and legible papers? Would it be a bad idea to lower the grade for misspelled words in the examination papers? Would it be impracticable to make a point of correct pronunciation, and to have a censor whose duty it should be to write upon the blackboard, in the presence of the students, every fortnight, a list of mispronounced words? Do these methods seem unsuited to the dignity of a college and out of keeping with an advanced course of study? *Not if the alternative be an uncultured graduate, whose inaccurate and unpolished speech and writing shall reflect constant discredit upon his Alma Mater.*

But even where the college employs no means of this kind, the students may do much for each other in the way of kindly criticism. I have in mind a lady, said to be the best educated woman in America, who entered into an arrangement with her room mate by which each should drive a tack in the closet door every time she heard the other make a mistake in the use of English. As one by one the tacks were added the name of the guilty party was gradually spelled out—a sorry and defacing record on the

closet door, but a good thing for the future record of the now polished doctor of philosophy. If only we could inspire the same ambition for inerrancy throughout our colleges! But how can this be done? Unhappily the abuse of English is condoned in ordinary society, and many young people are not aware that in the most cultured circles the one who uses bad syntax and vulgar phrases will be branded as a boor. The young man who looks forward to a business position in an influential house seems often not to know that the slovenly letter, with its misspelled words, will have more weight against him with the keen-eyed proprietor, than the college diploma will have for him. Nor does the prospective journalist, minister or lawyer, realize that some day the much abused and neglected English will retaliate upon him and make difficult the path of success. And for this very reason, that the young do not appreciate the importance of a correct use of their own language, as it will affect their social relations, business prospects, and public life, a heavier responsibility rests upon those who do know it, and who shape the educational policy of our schools.

Again we ask, where is the remedy? The student insists he is constantly getting a better knowledge of grammar in his study of Latin and Greek, which is no doubt true in a sense, but if it does not improve his syntax in conversation and writing, the defect is to no extent corrected. *Applied* grammar is what we want, and this can only be acquired by very practical methods.

If the writer may venture an opinion in addition to the above suggestions, it is that the standard of admission to college classes should be so raised as to exclude all pupils who are not well prepared in the common branches. This would immediately make itself felt in the high schools and academies that feed the higher institutions, and would stimulate the ambitious boy who desires a college education to thoroughness in preparatory studies.—*Christian Worker*.

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### SOME DELUSIONS IN EDUCATION.

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BY ELLA M. POWERS, MILFORD, N. H.

Education will not create minds, but it will direct and develop minds. Each scholar should be fitted to occupy his proper place in the world.

It is a favorite theory of many a teacher that each boy in his school can make of himself anything that he chooses to become.



Is a teacher acting wisely to present this idea indiscriminately? A favorite remark of a teacher is, "John, you may become president of the United States some day." This is a weak way to arouse the enthusiasm and interest of lazy John or any other indolent student. It is well to place before the school high principles and praiseworthy aims, but it is a mistake to lead scholars to think that their greatest and highest good will come from being governor, senator or chief executive of the country. Why not teach them that man makes the position; not that the position makes the man?

Out of the forty school children before you, in all probability, three-fourths will occupy humble positions. How are you preparing them to fill these positions? Have you taught them that the dust of this earth is mostly gold-dust? If you have given them the idea that men should be little alabaster images set up on a pedestal and worshipped, have you dealt fairly and squarely with them? You admit that the majority of positions in the country are subordinate ones, yet every day give an intellectual tonic that increases the appetite of every scholar for power and distinction and a desire to rule.

Every boy and girl is taught to be somebody, and this reasoning is very commendable, if "being somebody" would mean to be what the Lord intended each should be and do what He intended each should do. But instead, a dull slow boy who would be a very good shoemaker, is urged to become a minister, and a very sorry divine he makes. He might have spent a quiet, peaceful life tapping shoes in an excellent manner, but instead he drags out a restless, dissatisfied existence writing poor sermons, and all because the teacher said a profession was of far more credit to him.

Such doctrines daily set forth in our schools unfit the majority for occupying humble positions cheerfully and willingly. In those who do win the so-called higher positions, it has a tendency to develop an overbearing pride which provokes envy and jealousy in others who hold the subordinate places. All have a desire to win, to lead and to command, for they are taught this, and very disappointing it is for John and Jim to discover that they must be commanded and not command.

The ideas engrafted at school become fixed, and in the struggle for bread multitudes become discontented, and this leads to wretchedness, wickedness and crime. It is noticeable in the girls as well as the boys. Many girls will starve before subjecting themselves to work, which they have been taught to look upon as de-

grading ; or having found a position where they can be "somebody," they will pinch, and go without the necessities that elevate soul, mind and body, in order to appear better than they are.

On examination day the imaginative boys give declamations upon "Fame," "Power," "Ambition." The declamations are crowded with extravagant promises of reward and of glory that stands waiting before all. The girls read compositions about the "Poetry in Nature," or the more masculine ones discuss the desirability of "Women in Public Life." Poor girls! They cannot even make a pie. They have heard but little about simple womanliness, courtesy, politeness. They were all born queens. The teacher that creates all these royal sovereigns for one little nation should build fewer air castles and more common sense tenement houses.

\* These embryotic governors, senators and presidents pass up and down the aisles of the school room with stately tread and head erect. They never heard of anything so ridiculous as being educated for humble positions—they cherish visions of power and fame. But is the gray matter of their brains adapted for all this dazzling glory? Are they all richly endowed by their Maker with wonderful intellects? Marvelous children, then! What has become of the thousands of ambitious boys who glibly declaimed and enthusiastically aimed and yearned for fame twenty-five years ago? Those boys had the same aspirations for glory as the boys of to-day. Not one in a thousand can be said to have left a good-sized "foot-print in the sands of time."

What is the main object of our schools if it is not to fit men and women for this practical world? Better is it to be a strong, healthy gardener than a weak, dishonest politician. Millions are attending school to-day, and only one boy in one thousand is wanted in public life. How are the remainder to spend their lives? They may stand dejected at the base of the mountain of fame and in their disappointment hurl javelins of envy and hatred at the successful ones.

An uneventful life is mapped out for the majority. An American citizen who cheerfully accepts a subordinate position, who knows and loves his place, and who enters into society as an honest, happy member of it, will reap a gratifying reward. We need teachers who will deal soberly and truthfully with scholars; who will present this world to them just as it is and just as they will find it. They should be taught to follow their God-given powers and inborn tastes, and should be taught to occupy, in man-like

trust, the subordinate positions in our country. They can be educated to respect simple duties, ennoble small callings. They can make a low position high by earnest endeavor, and a small calling great by man-like zeal.—*The Southern Educator.*

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## THE OTHER SIDE.

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A. H. MAY.

Notwithstanding all that has been said and written by the leading educators of the State in favor of the Workman law, I, for one, think the passage of this law detrimental to the interests of the rural schools of the great State of Ohio. The best teachers in the country districts know and feel what it means. It means a general "leveling down" so far as teachers' wages are concerned. It means that the teacher of superior intelligence and ability must come down to a level with those of inferior qualifications.

City superintendents may employ all the logic and eloquence in behalf of this law, but all this will not help the country teacher. I have yet to see one good reason for a change in the election of local directors. The only one that can appeal to any country teacher who understands the conditions of country schools as no one else can, is that probably teachers will be employed for a whole school year instead of three or six months as the case may be. It may have that tendency, but what will prevent a board from hiring a teacher for a part of a year? There it will help the inferior man again, but where is the advantage to the successful teacher? If we could legislate the inferior teacher entirely out of the schools we would have accomplished more than all the laws that have yet been passed. Whenever we try to pull down the good teacher in order to help a poor one, we have made a step backward.

Under this law we have the peculiar condition of having *one man* to look after the interests of a sub-district, with all the powers of a king so far as that particular school is concerned, except such restraint as the board may see fit to put upon him. The objections to this law are so many that I can't understand why such a law ever was placed upon the statute books.

The educators of this commonwealth would have endeared themselves to the country teachers had they used their influence in securing township supervision to start with, and later on a township high school, leaving the election of sub-district officers in-

tact. The best teacher would have secured compensation for his services according to his success, while under the Workman law no local director will dare ask the board to allow him to pay a teacher \$45 while the others pay theirs only \$35.

Mr. Donham, at the Cleveland meeting, touches upon this point and then asks, "How can this opposition be overcome?" If Mr. Donham or any other teacher will explain to us how we can overcome this "leveling" tendency in the township schools, then we will forever cease our opposition. Furthermore, I would ask the college professor or the city superintendent with a fat salary to explain what good will be secured under this law that we cannot secure under our present system.

Under this law politics will enter into the rural schools. Politics and public education ought to be absolutely divorced, *as they are at present* in the rural school. As each sub-district is absolutely distinct from every other district in the township, in so far as the instruction and interest in that school is concerned, the most conscientious board will not question the right of each director to select his teacher, providing more than one director should not make choice of the same teacher. Then there will be no restraint placed upon his hiring his own daughter or son regardless of qualifications. Then again, the tendency under this law in many cases will be for the director to "lord" it over the teacher and school.

Mr. Smith, in a paper read at the Cleveland meeting on this subject, makes the point that boards will see the advantage of supervision. I think it will have just the opposite effect. The cry in the rural districts now is that too much money is spent for education.

Finally, I think, that by the passage of this law township supervision has been delayed, because too many changes in the school law will rouse the ire of the farming class and they will fight it to the bitter end. In my humble opinion, township supervision and township high schools are the great need of the country schools. Country teachers should speak more freely on this subject, as it concerns them more than any other class of people.

## PREPARATION FOR READING.

BY O. J. LAYLANDER.

A close study of how children learn to talk will throw light on the present unnatural methods of teaching reading. We shall continue to waste time in teaching children to read, until there is an understanding as to the prerequisites. Why will teachers persist in "teaching" children that which, like Dodd, they "alluz knowed?" One lady spent an hour in developing the word "*pin*," a word which was perfectly familiar to the child long before he set foot in her school room. Had the pupil been clothed with the proper power before he was allowed to see the word *pin*, it would not have taken him *one minute* to have mastered the word unaided. All agree on what constitutes good reading. There is no difference of opinion concerning good expression being the great objective point in teaching oral reading; it is concerning the method by which the child shall acquire independent mastery of printed words that the doctors disagree. There is a natural method of learning spoken words. By continued efforts only are children able to gain the muscular control which enables them to *combine sounds into spoken words*. Give them power to see that the characters which compose the printed word are but pictures of the already familiar sounds, it is pronounced just so soon as its component parts are recognized. The child does not learn to talk hap hazard. All that is needed in teaching reading naturally is a systematic presentation of the sounds, and the characters which under certain conditions shall represent these sounds, and then he pronounces the printed word just as he first pronounces the spoken word, by combining sounds.

The greater number of first reader words are in the child's speaking vocabulary before he enters school. What he needs is ability to recognize the printed form as representing his spoken word. Now if the characters composing these words shall, under certain circumstances, always stand for certain (known) sounds it becomes an easy matter for the pupil to translate the unfamiliar printed word into the familiar spoken one. This classification of sounds is not so great a task as is supposed by those who have made little study of the principles of pronunciation. The majority of teachers, and primary teachers at that, are ignorant of the extent to which English pronunciation conforms to rules. Master Webster's "Principles of Pronunciation" and you will be surprised

to see how systematic in the main, our pronunciation is. The simplest words such as *ward* and *bard* do not *happen* to have different *a* sounds, but are pronounced according to definite rules. Let there be a systematic classification of the sounds, and a thorough, careful, systematic drill in recognizing letters properly marked as standing for these sounds, and the pupil is ready to pronounce new words unaided. No teacher has any right to presume to teach reading until new words can be pronounced clearly and correctly without aid from the teacher. That there is much economy and no uncertainty in such preliminary drill is no longer questionable. I have seen a dozen classes need no longer time than from twelve to twenty days to master a Harper's or Barnes' First Reader, simply because new words had no terrors for them, being able to pronounce words.

To prepare pupils to read, teacher must know a little more of the dictionary than many of them do. They are then ready to study the philosophy of the "*Synthetic Method*" and appreciate its value. A critic of this method says it is not a method of teaching reading, but a method of teaching pronunciation. If this be true a thorough course in the Pollard Synthetic Method is the best preparation for reading we have yet seen.—*Iowa Normal Monthly*.

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## INDUSTRIAL PRIMARY ARITHMETIC.

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### THINGS NEEDED.

1. A variety of common objects to be used as counters, such as buttons, pebbles, nails, acorns, shoe-pegs, grains of corn.
2. Sticks (about the size of matches), one inch, two inches, three inches, and four inches long. A hundred of each length will not be too many.
3. Rulers one foot long, with no marks on them. Have as many of these as there are pupils in the class.
4. Pieces of pasteboard one-half inch wide and one inch long.
5. A yard-stick without any divisions, either of feet or of inches, marked on it.
6. Cord strings of different lengths. Strips of paper and narrow ribbons from one inch to four yards in length.
7. Squares of pasteboard, cut carefully, some one inch square and some two inches square.
8. Cubical blocks, one inch, one-half inch, and one-fourth inch on each edge; also rectangular pieces one inch long and one-half inch square.

9. Liquid measures—pint, quart, and gallon.

10. Every child should have a slate and pencil, and should be allowed the use of such articles as are needed for the illustration of any lesson.

#### LESSON.

*Class work.* I hold in my hand a stick one inch long. Each one of you may take a stick that is just as long. Make a mark on your slates one inch long. Measure the mark by laying the stick by the side of it. Is the mark too long or too short? Make two dots just one inch apart. From this box containing a number of sticks, pick out one that is just an inch long. Here are some strips of paper of different widths; pick out one that is just one inch wide.

*Seat work.* Draw lines one inch long on your slates. Draw lines on your slates that are just one inch apart. Copy: One inch; 1 inch.

*Class work.* Give a variety of exercises with the 1-inch sticks; also with the 2-inch sticks. Use also objects, as cards and strips of paper. Let the pupils find things about the school-room which are about an inch long or about two inches long. Take two strips of pasteboard each an inch long. Place them end to end. How long are the two strips taken together?

*Seat work.* Cut a piece of paper one inch long, two inches long; write inch; inches. Make two lines of 2's, thus;

2 2  
2 2 2, 2, 2, 2,  
2 2 2, 2, 2, 2.  
2 2

Draw two lines meeting each other in a sharp point; draw two lines crossing each other.

*Class work.* Take three sticks, each an inch long, and place them together, thus (teacher makes a triangle). We call a figure like this a triangle. How many sides has it? How many corners? Each of you may draw a triangle on the board. Point to its three sides; point to its three corners. Let the pupils cut triangles from pieces of paper. Let them make triangles with sticks, and with rulers. We call each of the three corners inside of a triangle an angle. How many angles in a triangle?

*Seat work.* Draw three lines each an inch long and make a triangle. Write this word, triangle. Make a triangle having sides of different lengths. Make a triangle on your slate and write the name under it.

*Class work.* Albert has 4 cents; he spends half his money; how much has he left? Tom has a 2-cent piece, and Harry has a piece which is worth just half as much. What is Harry's piece? James buys a pencil for 2 cents, and sells it for twice as much as he gives. How much does he get for it?

*Seat work.* Draw a line four inches long. Divide it into four equal parts. Draw a line two inches long. Draw another two inches long through the middle of the first. Draw a line one inch long. Draw another line just one-half as long.

*Class work.* Here is a measure which holds one pint. Let each child see and handle the measure. Here is another measure which holds one quart. Let each see, etc. Which is the larger of the two measures? John may fill the pint measure with water. We have here a quart of water. We will empty the quart measure. Now see how many pints of water will be required to fill it. Continue and vary these experiments. We say "two pints, one quart." How many pints in one quart? One pint is what part of a quart? If a quart of milk cost 4 cents, what does a pint cost?

*Seat work.* Copy this and learn it by heart:

Two pints, one quart. Copy: pint, pints; quart, quarts; inch, inches; foot, feet.

*Class work.* Which is more, 1 quart or 1 pint? How much? Which is more, 1 quart or 2 pints? Which is more, 3 pints or 1 quart? How many pints in one quart? In 2 quarts? John sold 2 pints of milk to Mr. Smith and half as much to Mr. Jones. How much did he sell to Mr. Jones? In 4 pints how many quarts? With the pint measure, measure  $\frac{1}{2}$  of 4 pints. How many quarts is this?

*Seat work.* Copy the following: qt. means quart; pt. means pint; ft. means foot; in. means inch; ct. means cent.

Copy and fill the blanks:

In 1 quart there are.....pints.

In 1 quart there are.....half-pints.

In 4 pints there are.....quarts.

*Class work.* If one quart of buttermilk cost 2 cents, what will  $\frac{1}{2}$  a quart cost? If one quart of buttermilk cost 2 cents, what will one pint cost? If one pint of milk cost 2 cts., what will two pints cost? If one pint of milk cost 2 cts., what will 1 quart cost?

*Seat work.* Write and fill blanks:

2 pints are 1.....

1 pint=....quart.  $\frac{1}{2}$  quart=....pint.



2 pints=....quart. A quart is....times as much as a pint.

3 pints=....quarts.

4 pints=quarts. A pint is....of a quart.

These exercises are from a new book entitled *Baldwin's Industrial Primary Arithmetic*.

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## COLUMBUS AND FREE SCHOOLS.

The project of converting Columbus Day into an American school festival will be heartily commended by thoughtful minds. The dedication of the Exposition buildings and grounds will be a National event of crowning importance; but in order to emphasize the significance of the discovery of the New World and to render it intelligible throughout the length and breadth of the land it is proposed to make every school-house a local center for commemorative exercises.

This broad plan has received the sanction of the World's Congress Commission and of the American Superintendents of Education. An Executive Committee has been appointed to organize a National movement by which thirteen million school children in every village and town in the Union can unite in carrying out a simple but effective program on that historic anniversary. There is nothing impracticable in the scheme. It will only be necessary for every school to have a flag of its own to raise and salute on the morning of the celebration, and then to be prepared to listen to an address and to join in singing an ode prepared for the occasion under the direction of the National Committee. A holiday will be put to the highest educational use if all the school children of the country can be brought together at the same hour to commemorate the greatest event in the modern world.

The voyage of Columbus was a protest against the ignorance of the mediæval age. The discovery of the New World was the first sign of the real renaissance of the Old World. It created new heavens and a new earth, broadened immeasurably the horizon of men and nations, and transformed the whole order of European thought. Columbus was the greatest educator who ever lived, for he emancipated mankind from the narrowness of its own ignorance and taught the great lesson that human destiny, like divine mercy, arches over the whole world. If a perspective of four centuries of progress could have floated like a mirage before the eyes of the great discoverer as he was sighting San Salvador, the

American school-house would have loomed up as the greatest institution of the New World's future. Behind him he had left mediæval ignorance encumbered with superstition and paralyzed by an ecclesiastical pedantry which passed for learning. Before him lay a New World with the promise of the potency of civil and religious liberty, free education and popular enlightenment. Because the school-house, like his own voyage, has been a protest against popular ignorance, and has done more than anything else to make our free America what it is, it would have towered above everything else in that mirage-like vision of the world's progress.

The public school celebration on Columbus Day is to be commended, therefore, not only as a unique method of diffusing among local centres of American life, from Plymouth Rock to the Golden Gate, the significance and spirit of a memorable anniversary, but also as a practical expedient for emphasizing the value of the most characteristic of national institutions, the free school.

When the New World of America was discovered by Columbus, Spain was the greatest power in Europe and England was an obscure and petty state. During the first century after the landing on San Salvador a great Spanish Empire was founded stretching from the Gulf of Mexico to Patagonia. Slowly and laboriously the English-speaking race obtained a foothold in North America. Liberty was the breadth of its life, and free education was its most precious bequest to succeeding generations. The Spanish conquerors never opened a free school. As time passed their empire revolted against them, and the constitutional forms of the English-speaking race in the North were roughly copied by one Southern republic after another. Popular education was neglected, as it had been under Spanish Viceroy, and consequently the moral force of enlightened public opinion was lacking in the Southern Hemisphere. What has made the American Republic the great power in modern civilization, which it has been for a century, is the free-school system. Because it has given form and direction to American progress, the school house is a proper theatre for celebrating the great event of October. If thirteen million public-school children can be taught on that historic festival to value aright the inestimable benefits of free education, it will be a good augury for another century of more enlightened progress.—*N. Y. Tribune.*

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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—Columbus Day should be celebrated in every school in the land. Get ready. October 21 (not 12) is the day.

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Our book and magazine department has been slighted for some time, and Notes and Queries have taken a vacation; but now that the institute season is past, due attention will be given to these departments.

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It is probably unnecessary to say that the article in this number entitled "The Other Side" does not reflect the sentiments of the editor concerning the Workman law, nor does the editor share in the writer's apprehensions concerning the working of the law. We give place to the article out of a love for fair play and because we happen to know that there lurks in some quarters a good deal of that kind of sentiment, which we think may as well come out. There are doubtless other readers of the MONTHLY who will have something to say next month.

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The greatest obstacle to the progress of our country schools is the frequent change of teachers, and these changes are often made on very slight pretext. A director was recently asked why he was dissatisfied with a teacher. The reply was, "Well, the truth is, the man's so awfully extravagant and wasteful. Why, he's only taught four months and yet he's already used up a whole box of chalk." A.

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When a man thinks he has finished a study it has probably finished him. M. R. A.

"Pull up the strong stalks and give the weak ones a chance" is an old joke which we have heard in the corn-field. Unfortunately it comes too near the truth in some of our classes; we spend so much time in "giving a chance" to those who are mentally and morally weak that the strong and the vigorous get no cultivation. What then shall we do with the weak and the sickly? We cannot follow the Spartan rule and cast them out to perish, and we cannot keep the sound and active at a halting pace. A.

The complaint is made that "technical" questions are asked at the county examination. If teaching is an art the man who wishes to become a teacher must have some "technical" knowledge; if it is a science he must have at least a slight acquaintance with its theories. A.

Somewhere in the course of study the child must learn that the angles  $L M X$  and  $L X M$  are not the same,—that the consecutive relation of events is worthy of his attention. In our fear of memorizing we are in danger of forgetting that there is any difference between a horse-chestnut and a chestnut horse. A.

### READ AND HEED.

In the following editorial from a recent issue of the *Indiana School Journal*, substitute *Ohio Educational Monthly* for *Indiana School Journal*, and *Ohio Teachers* for *Indiana Teachers*, and it will apply hereabouts. One versed in such matters can form a fair judgment of a teacher's quality by the character of the educational journals with which he is pleased. A good teacher reads up, not down.

"The *Indiana School Journal* is for *Indiana Teachers*, and can do more for them than any other paper. \* \* \* \* \* It keeps abreast the best thoughts of the best thinkers in the profession, and in addition gives local and state matters that no outside paper pretends to give.

The *Journal* does not give as many *devices* and *recipes* for doing things as some other papers, but it gives instead *principles* and suggestions that will enable the live teacher to make his own devices. Of course the *Journal* gives some devices and specific directions as to processes, but it strives to make them lead up to principles.

The teacher who depends upon devices furnished ready for use, will inevitably use them mechanically, and will, as a matter of course, depend upon some one else to furnish the device for the next step. The teacher who masters principles, sees the method in the subject, and knows the difference between a device and a method. The *recipe* teacher is no stronger at the end of a year than at the beginning; while the teacher who looks for the methods that underlie the device, is making continued progress, and soon is able to be independent of outside helps.

"The journal that does everything for a teacher, does nothing for him." That is the best school journal that keeps before its teachers underlying principles, illustrates them so that the young and inexperienced teacher can apply and use them, and at the same time point the way to the truest and the best. This is what the *Journal* is trying to do."

We learn with regret that the publication of *The Student* ceases with the mid-summer number just received. *The Student* is a monthly magazine, published at Philadelphia and devoted to the educational interests of the Society of Friends in school and home. It has been published for twelve years, and we have always counted it one of our most valuable exchanges, always sound, sensible, practical. Want of adequate returns for the labor required is the chief reason for discontinuing.

The experience of the editors in the management of the magazine has not been peculiar to them, as we infer from their closing words:

"The intercourse with advertisers, printers, exchanges, has generally been marked by courtesy. At the same time, as in the other relations

of life, we find marked differences, and form estimates accordingly. There are the subscribers who voluntarily send in their dollars before the volume opens, with a word of encouragement, perhaps, and a stamp for receipt; and another class, busy men, who don't think about it amid their multiplied cares till the bill comes, but then remit promptly; and others, who neglect to pay for months or years. And there are advertisers whose checks come in the day after they receive bills, and advertisers who cavil and delay, and ask to see the contract, and make you feel that they are either stingy or very unbusinesslike, and that you don't care to deal with them nor recommend them to your friends. We can all tell to which of these classes we would *not* wish to belong. But after all, the pleasant outweighs the unpleasant; so that even in the business conduct of our paper, we have often been surprised with courtesies, and carry away from the work happy memories."

*The Student* thoughtfully recommends to its readers those of its exchanges which it deems most helpful. After naming three Boston journals and one of New York, all devoted to special departments of education, it adds: "*As a magazine of suggestive articles for all grades, we like THE OHIO EDUCATIONAL MONTHLY, of Akron, Ohio.*"

The friends of the MONTHLY will share our gratification at this pleasant compliment.

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### REMINISCENCES.

DEAR DR. FINDLEY:—It is now, this month, and about this time in the month (Aug. 18), thirty-one years since you and I met in this good town of Xenia. I had been appointed superintendent of the schools and you were the teacher elect of Grade B, Grammar School. It was a time of noise and tumult. Patriotism at the north was on fire, and a million of men were rushing to arms.

You were a good teacher and had a rough school, fully in harmony, perhaps I had better say accord, with the rough times on which we had fallen. You remained with me but a short time. Supt. Kingsley came down from Columbus and interviewed me. The result of that interview was that he took you to Columbus. I charged the event to profit and loss, chiefly loss. From Columbus you went to Cleveland, but your hiding place there was discovered. A superior force came from Akron and attacked you in front and flank. You were overcome and carried away captive to that beautiful interior town. While you have a somewhat wider range of liberty there now, than when first carried into captivity, still you are held there to-day by chains, I suppose, of affection and interest, which you yourself do not care to break.

Concerning all the other events of your personal history, first and last, you have no need that I tell you. Are they not written upon the tablets of your own memory, where they may be read with pleasure even when the eye has grown dim and the letters on the printed page have become obscure?

Nineteen years I spent in the public schools of Xenia, and in some respects I think I left them better than I found them. Then I put my

hand on "ocean's mane" and "played in Sputiss twist with her hoary locks;" or in plain prose, ten times I crossed the sea, saw old ocean in all her changing moods,—now with anger dashing her foam against the sky and washing out the stars, and now in smile making two heavens, one above and one beneath, star answering to star in an ever ceaseless song. During seven years in London fog and London sunshine, I was an observer of English society, high and low, in the great metropolis.

Knowing that the Ohio Teachers' Association was a migratory institution, it occurred to me, that it would, at least once, during the Victorian reign, meet in London. I therefore wrote to Supt. Stevenson, then in Columbus, extending an invitation through him to the State Association to meet at Exeter Hall in the City of London. I promised the Association a welcome from the heir apparent to the throne, his Royal Highness, the Prince of Wales. I fear that Brother Stevenson did not carry my message to the Association. At any rate the Association did not come over. I made no communication to the Royal Prince, and the history of the world will be other than what it would have been if the Ohio teachers had lighted their intellectual lamps in Exeter Hall.

What changes have been wrought in these thirty-one years! A whole generation of teachers have passed off the stage, and a new generation have been born, and come upon it. You and I, my dear Findley, are beginning to have some scattering locks of gray, and when we look into the mirror, we see that Old Age has given us his card, and so we sometimes think that we too are growing old. When we come into the State Association and see the vacant chairs once filled by those grand old warriors Henkle, Tappan, Hancock, and Harvey, we can but feel a little lonely, and must remember that our teaching days will soon be done. But the true teacher never grows old. He may bear the weight of four score years, yet his contact with the heart of childhood keeps his own heart ever young.

But the Association is not all new. It is shingled with gray. It was a great pleasure to me, after an absence of twelve years, to take by the hand at Cleveland so many of the friends of other years. It was an equal pleasure to see the grand army of younger men marching so gallantly in the footsteps of the retiring veterans. The mantles of the old prophets have fallen upon worthy sons. There is no degeneracy in the ranks. The young men of to-day are fully equal in equipment, in purpose and in faith to the young men of thirty years ago.

The world has made greater progress in the last fifty years than it made before that, during the three hundred and fifty years since the discovery of America, if we except the wonderful changes that were accomplished by the American Revolution, begun on the 19th of April, 1775. During the last thirty years much greater and more rapid progress has been made than in the previous twenty; and yet any intelligent observer, who had spanned these years with his own life, present at the Cleveland convention, hearing the papers and discussions of that convention, could but feel that the young men, the teachers of Ohio, were keeping abreast of the times. I have attended many conventions of representative men, both in this country and England, and

I do not remember that in any convention, either secular, religious or educational, I have ever listened to speeches and discussions in which there were clearer thoughts, more earnest conviction, firmer faith, and purer language and expression than I heard in the Cleveland convention. Ohio has just reason to be proud of her teachers, and the teachers of Ohio have just reason to go forward in their glorious work, with a more earnest purpose and sublimer faith than have inspired them hitherto. Ohio has a fertile soil, productive of great men. In her history, she is peer to any State in the union, and she has to-day an army of skilled tillers of this soil, and the harvest of great men in the future will be fully equal to that of the past. A leader shall now and then fall, but the ranks will be filled by others equally brave and true. You and I shall soon stand aside, but the grand army shall still be marching on.

Truly yours, GEO. S. ORMSBY.

Xenia, O., Aug. 18, 1892.

### PUT MONEY IN THY PURSE.

A movement is on foot in England to superannuate and pension teachers, the scheme to be partly governmental and to partake partly of the nature of a society insurance, retirement at a specified age to be compulsory, and certain fixed sums to be taken annually from each teacher's salary. It remains to be seen whether the plan will work, for many teachers are crying out against the injustice of several of its regulations, and it may all be abandoned. Meanwhile, the movement suggests certain thoughts to teachers on this side the sea.

Every teacher should resolve to save a certain proportion of her wages each year, and invest it securely, no matter if it is only a small sum. Out of a salary of \$400, which is as low as that of most graded school teachers, \$100 can be put by, which means \$1,000 in ten years. This is slow saving, but it would rarely happen that \$100 would remain the limit long. All teachers look for promotion, and the sum named is purposely the lowest.

Only resolve that you will have a home of your own for your old age, where you can live in honest independence, feeling secure that all the little peculiarities and crankinesses you have acquired, scars from the battle of life, are safe from the possibility of annoying any other household, and you can save more than you would believe to be possible until you try it.

A few hundred dollars invested in real estate will grow with the growth of property, until, when you come to need it, you will have, not only a home, but the means to live in it.

There are teachers, so situated that most of their wages must go for the support of those dependent on them, but there is no other investment so sure of blessing as this. Money spent in this way is nobly spent, and the Lord Himself is their pay-master; but even these can usually lay by a little each year, and the economy that is shared, and sweetened by love is not hard to practice.

It is better, for other than economical reasons, to limit one's self to a sum just sufficient to feed and clothe the body comfortably during

the earlier years of one's work. The temptation to overwork, by trying to keep up with the amusements and engagements of society, will be much lessened if one's wardrobe is simple and inexpensive, and the exertion required to keep in the swim is greatly less if one is not in the main current. It is not all smooth sailing, however, for the one who resolves to do this. It will take some courage and much true independence, for however much people admire thrift and economy in theory, in practice they are apt to call it meanness, lack of taste, and similar disagreeable names. Your best adviser will secretly wonder, when you appear dressed in exact accordance with his advice, cheaply, neatly, and plainly, what makes you look so dowdyish; and will sometimes secretly, sometimes openly, prefer the extravagance of dress in another, which he has solemnly denounced to you. He will not know it, however; he will only think you are lacking in taste. Your lady friends will be more just; they will recognize the fact that it is economy; but they will think you might better economize in "some other way." And I warn you that in whatever line you try to economize, you will have times of wishing you had tried "some other way."

Everything has its price, and you must just call up your resolution and endure the present, for the sake of the future. Console yourself by giving the time saved from social dissipation to the pursuit of some study which shall become a hobby for your after years. A teacher is always the better for some specialty, apart from the routine of school work; and the time may come when it will be well to have some such staff to fall back on. It is not well to put all your eggs in one basket, however well you "watch the basket;" and the ease of mind, and sense of other resources will put you in a way to do the best work you are capable of in your regular vocation. It will never become perfunctory while it is the labor of your free choice.

If you have no particular talent, at least you can learn some useful trade, dressmaking, millinery, type-writing, knitting, bee-keeping, gardening, cooking,—any of these would furnish occupation for your spare time, that would help you to the great object, a home of your own, and at the same time be a means of amusement and interest. But if you are gifted with a capacity for any form of art, you are doubly fortunate. Music, painting, writing, or any such accomplishment, will if developed not only be a staff to lean on in case of need, but will make you a better teacher while you can teach. That the time will come to each of you, no matter how well you keep up with the times, when you will be left behind in the race and your place be filled with a younger and better worker, is past doubt.

A doctor's constituency grows old with him; he acquires rights in certain families almost like those of kinship. He knows the idiosyncrasies, the heredity, the environment, as no new doctor can; he remains the best possible adviser, better by reason of long years of close association.

A minister gains the same foot-hold in his parish; the longer he stays, the older he grows, the better for those who look to him for guidance. He knows the history of each heart, and can help those that



are "come into deep waters, where the floods overflow them." Age is no disqualification for his work; it is a great advantage. The knowledge he dispenses is unchanging, steadfast. He tells of the eternal verities, and the nearer he stands to the gate of the hereafter, the better he can guide his people thither.

The teacher has a different task. She deals exclusively with the young, and sees class after class grow beyond her reach and leave her. The science she deals with is not revealed but developed, and therefore constantly being reconstructed and out-dated, and every teacher of much experience knows how much of her earlier work she has left behind her forever. That a true teacher leaves an inefaceable stamp on the minds and characters of her scholars, no one can doubt; but the season of seed-sowing is limited to a few short years at most, and then teacher and pupil drift apart, never in many cases to meet again on earth. So as time lessens the power to adapt one's self to "new men and new measures," a teacher's lot is to be crowded from her place, as the last year's leaf is pushed off by the opening bud. If she has a fair competency laid up and can look forward to this day as a veritable holiday, a release from care and toil, it will be all in the line of promotion, and the new and the old will be alike benefitted. And so to order one's life that the inevitable shall be the desired, is to achieve happiness. Therefore, "put money in thy purse." MARY CUSHMAN.

## O. T. R. C. MONTHLY REPORT.

### TEACHERS' COURSE.

Louise Kaumacher, Columbus, Franklin Co.....	\$ 25
T. A. Edwards, Hanover, Licking Co.....	3 50
S. L. Hertzog, Seven Mile, Butler Co.....	1 00
J. M. Swander, Tiffin, Seneca Co.....	50
W. W. Donham, Forgý, Clark Co.....	5 50
J. M. Lane, Carlisle, Warren Co.....	3 75
T. E. Bolander, Prospect, Marion Co.....	1 50
H. H. Helter, Gnadenhutten, Tuscarawas Co.....	1 50
E. W. G. Vogenitz, Brownsdale, Minn.....	25
J. M. Mulford, Mechanicsburg, Champaign Co.....	1 00
Frederic Schnee, Cuyahoga Falls, Summit Co.....	3 25
R. B. Bennett, Basil, Fairfield Co.....	75
L. V. Lehn, Sandyville, Tuscarawas Co.....	50
A. A. Schear, Tuscarawas, Tuscarawas Co.....	1 75
W. H. Ray, Carrollton, Carroll Co.....	8 00
Walter E. Painter, Martinsburg, Knox Co.....	1 25
E. A. Jones, Massillon, Stark Co.....	3 25
Bettie A. Dutton, Cleveland, Cuyahoga Co.....	1 0
H. N. Mertz, Steubenville, Jefferson Co.....	50

Total.....\$39 00

### PUPILS' COURSE.

G. O. Gordon, Beaver.....\$ 1 00

E. A. Jones, Massillon.....	2 50-
R. E. Rayman, Logan.....	2 80-
Ira C. Painter, Hanover.....	2 80
Russell D. Wilson, Cincinnati.....	10
G. A. Hubbell, Fairfield.....	90

Total.....\$10 10

New Philadelphia, O., July 4, 1892.

CHAS. HAUPERT,  
Secretary and Treasurer.

## EDUCATIONAL INTELLIGENCE.

—A feature of the Clermont county institute, which was in session August 8-19, was the discussion each day of some feature of the school law, particularly the more recent legislation.

—The Madison county institute issued the *Institute Reporter* daily during the session of the institute. Among the instructors we notice the names of D. N. Cross, G. A. Chambers, F. V. Irish, and Miss Nellie Moore.

—Of the one hundred and seventeen teachers enrolled at the Auglaize county institute, almost two-thirds became subscribers to the MONTHLY for the coming school year. For this good club we are greatly indebted to Mr. D. S. Bricker, of St. Mary's.

—The Hardin county institute was in session two weeks, beginning July 25. S. D. Fess, A. C. Deuel, J. W. Zeller and W. H. Van Fossan were the instructors. Evening lectures were delivered by Dr. Zeller, Supt. Van Fossan, and Prof. Fess. It was Dr. Zeller's third year in this county. Supt. Van Fossan and Prof. Fess have been engaged for next year.

G. A. S.

—The Washington county teachers' institute closed a five days' session August 26. The instructors were Miss Keeler, of Cleveland, Dr. Venable, of Cincinnati, Dr. John DeMotte, of Ind., and Hon. O. T. Corson. The institute was held in Andrews Hall, and not for a long time have we had as interesting a session. Four hundred and twelve enrolled and at some of the lectures standing room was at a premium. Although it was Dr. DeMotte's first introduction to the teachers of Washington county, yet all agreed that his lectures were both interesting and instructive in the highest degree.

S.

—Champaign county teachers' institute closed a two weeks' session Aug. 19. The enrollment was 174 and the institute was deemed the most successful in the county's history. The instructors were Dr. M. G. Brumbaugh and Supt. I. N. Saddler for the first week, and Supts. A. B. Johnson and J. A. Shawan for the second week. Evening lectures by the instructors and a complimentary concert to the institute by the citizens of Urbana were exceedingly popular features. Officers for next year: Pres., J. M. Mulford; Vice Pres., S. S. Deaton; Sec., S. S. Neft; Exec. Com., W. McK. Vance, Chairman, G. W. Snyder, M. J. Martz, W. A. Gibbs, Pearl Clarke, Miss Nellie Hewitt.

W.

—The Licking county teachers' institute closed a very successful session Aug. 26. Dr. E. E. White was the principal instructor and was assisted by Prof. E. S. Cox and Dr. J. P. Gilpatrick. The following officers were elected for the coming year: Pres., C. H. Emswiler; Vice Pres., E. A. Evans; Sec., Flora Hoover; Exec. Com., O. C. Larason, H. M. Stokes, and C. S. D. Shawan. O. C. L.

—The *Portsmouth Blade* claims for Thomas Vickers, superintendent of the schools of that city, the honor of having first publicly suggested the celebration in the public schools of the four hundredth anniversary of the discovery of America. A Columbus Society was organized by the teachers of Portsmouth, in October, 1890, with Supt. Vickers as president, and thirty or forty auxiliary societies have since been formed, with a membership exceeding 700.

—The Adams county teachers' institute has closed its twenty-second annual session, which has been one of the most profitable ever held. The instructors were Dr. Nelson, of Delaware, Supt. Dyer, of Madisonville, and Supt. McKinnon, of London. The Ladies' Ariel Sextette entertained an overflowing house on Thursday evening, Aug. 12. The officers elected for next year are: Pres. S. N. Greenlee; Vice Pres., J. D. Darling and H. Doyle; Sec., Clara Grimes; Ex. Com., F. E. Reynolds, M. C. Williams, E. P. Smith. Reading Circle officers elected were Pres., E. S. Jones; Sec., Laura Mefford. F. N.

—The thirty-fourth annual session of the Mercer county institute convened at Rockford, Aug. 22. The number in attendance was two hundred, about one-half being active teachers. The instructors were Supt. J. C. Hartzler, of Newark, and Supt. C. W. Butler, of Defiance. During the week a course of study for the sub-district schools of the county was prepared by a committee appointed for the purpose, and was unanimously recommended by the teachers present and approved by the county board of examiners. Celina was chosen as place for holding the next institute. Minnie McLaughlin, Sec.

—The trustees of the Ohio University (Athens), at their recent annual meeting elected William Foster Pierce, Professor of Philosophy and Political Science; Horace M. Condway, Instructor in Latin and European History; and Brewster O. Higley, Instructor in American History and Political Economy. Prof. Pierce is a graduate of Amherst and was a post-graduate student at Cornell. The other two gentlemen are graduates of the Ohio University, though the former had previously taken his degree at Scio College. Ten post-graduate scholarships were also established, one in each of the following subjects: English Literature; Mathematics; Latin; Greek; Psychology; History of Education; Chemistry; Biology; Physics and Philosophy. These scholarships are worth one hundred dollars in cash and are open to any college graduate who is a citizen of Ohio. The holder pays no tuition, but will be required to teach one hour per day in addition to the work in his specialty. The college is now well prepared to aid students in post-graduate studies.

—A most unique and interesting commencement was held at Hicksville, Ohio, on Friday evening after the close of the institute. The high school class of '82 was graduated in '92. Three ladies (two of them now married) and one young man received the diplomas to which they were entitled in 1882, but which were not then issued because of some disagreement between the Superintendent and the Board of Education. "Finished at last" was the class motto.

—The Miami county institute was in session at Troy for two weeks, beginning July 25. Prof. M. G. Brumbaugh, of Huntingdon, Pa., and Supt. Williamson, of Wapakoneta, did the work the first week, and the writer took the place of Supt. Williamson the second week. Prof. Brumbaugh had several engagements in Ohio this season. He is a man of excellent spirit and always does good work. The teachers of Miami county always do their part well.

—The Henry county institute, which was held at Napoleon, closed a two weeks' session August 19. Prof. E. S. Loomis, of Berea, O., and F. J. Beck, of Napoleon, were the instructors for the whole time. Commissioner Corson was present one half day and made a stirring address. The enrollment was 160. It is conceded by all that this was one of the most successful institutes ever held in Henry county—the interest was kept up to the end. Arrangements were made to hold quarterly institutes the coming school year under direction of the institute. B.

—The thirty-eighth annual session of the Cuyahoga county teachers' institute was held in Brooklyn Village August 22-26. The instructors were Supt. Treudley, of Youngstown, Prof. E. S. Loomis, of Berea, J. D. Luse, of Columbus, and State School Commissioner O. T. Corson. Resolutions were passed endorsing the educational laws recently passed by the State Legislature. 228 teachers were enrolled. Officers elected for the ensuing year are: Pres., E. D. Lyon, Berea; Sec., F. P. Shumaker, Chagrin Falls; Ex. Com., F. A. Cosgrove, Brooklyn; W. H. Kirk, East Cleveland; John Shackson, Independence. F. P. S.

—The Ross county institute opened July 25 and continued two weeks. Miss M. W. Sutherland and B. F. Dyer were the instructors, each delivering evening lectures. A high degree of enthusiasm prevailed. The verdict of the teachers was voiced by one who said: "It is the best-attended and liveliest institute held in Chillicothe." The same instructors have been engaged for next year. Much credit is due to the President, Mr. Reynold Janney, and the chairman of the executive committee, Mr. I. M. Jordan, for their untiring efforts.

DAISY LARIMORE, Sec.

—As pleasant a session of an institute as we have attended in many a day was that at Hicksville, Defiance county, the week beginning August 22. The officers were kind and considerate, the teachers were attentive and responsive, and our associate, Prof. Ed. M. Mills, of Findlay College, besides being a good worker, is a "real good fellow." We attended an institute in Defiance county just 17 years ago. But one teacher who attended then was present this year, and he is now a county examiner—Mr. Frank Coughanour. Next year's session will be held at Defiance.

—August 15th was the date and Akron the place of the Summit county institute. The instructors were Dr. C. W. Bennett, of Piqua, Supt. C. L. Van Cleve, of Troy, and Mrs. Marie Jacque Kumler, of Dayton, with N. L. Glover to conduct the music. The teachers were present in force when the hour came for opening, and every part of the work went well. Each of the instructors gave an evening lecture which was well received. Mrs. Kumler's model lessons with a class of little people who have never attended school are unexcelled. We heard among the teachers many expressions of great satisfaction with the entire work of the session.

—Belmont county held her institute (at St. Clairsville) in session for four weeks, July 25th to August 19th inclusive, with the following instructors; each remaining one or two weeks: W. A. Clark, of Lebanon; H. N. Mertz, of Steubenville; B. T. Jones, of Bellaire; J. J. Burns, of Canton; Geo. Rossiter, of St. Clairsville; Samuel Findley, of Akron; Walter Mitchell, of Wellsburg, W. Va.; Henry Houck, Harrisburg, Pa. A novel and popular feature was the "Noonday Session," held each day in the court house, and largely attended by citizens. Good music was provided and a short address was delivered each day by some citizen of the county, on some topic of general interest. There were two evening lectures each week. Belmont county has a fine body of earnest teachers.

—The Preble county institute held its annual session the first week of August. The instructors were Prof. R. G. Boone, of Bloomington, Ind., Superintendent L. D. Bonebrake, of Mt. Vernon, and Miss Laura Ressler, of Eaton. Nearly every teacher in the county was present every session, the attendance Monday morning being nearly as large at any other session. Prof. Boone was with us last year and he did excellent work, and valuable and most helpful were every one of his scholarly talks. Supt. Bonebrake's work from beginning to end was just the kind needed to reach every teacher. His talks on school management and class room work show clearly where his success as a school man lies. Miss Ressler, primary teacher in the Eaton schools, did excellent work with classes of children and deserves great praise for her efforts. The county associations this year will be devoted to the interests of the World's Fair Exhibit and the working of the Boxwell Law. The executive committee-elect are J. P. Sharkey, Eaton; W. T. Heilman, Gratis; and Jas. Randall, Camden. S.

—The Mahoning county institute held at Canfield August 15-19, was the best in the history of the county. The instructors were Supt. E. S. Cox, of Chillicothe; Margaret W. Sutherland, of Columbus; Mr. Frank Aborn, of Cleveland, and S. H. Lightner, of Youngstown. Commissioner O. T. Corson was present and addressed the institute. Evening lectures were delivered by Miss Sutherland, Supt. Cox, and Dr. S. F. Scovel, of Wooster. The following persons representing the five district local institutes read papers: Lodge M. Riddle, of North Jackson, "Libraries and Supplementary Reading in Sub-district Schools;" S. H. Armstrong, of Beloit, "Spelling and Diacritics;" Prof. E. F. Miller, of

Canfield, "Synthetic Work and Short Methods in Arithmetic," Prof. G. W. Alloway, Youngstown, "Our Duties in View of Recent School Legislation;" and Miss Lillie B. Haynes, "Composition Work in Schools." The county is divided into five local institute districts in each of which it is intended to hold at least seven meetings the coming year. The executive committee will soon issue a circular outlining a general course of instruction for these local meetings. The county also organized a branch of the Ohio Teachers' Reading Circle with Prof. E. F. Miller, of Canfield, as corresponding secretary. The following officers were elected: Pres., G. W. Alloway; Vice Pres., S. H. Armstrong; Sec., Miss Ibbie Dickson; Ex. Com., Prin. S. D. Sanor, Chairman, Prin. C. M. L. Altdorfer, Miss Ella Ewing. Additional members on World's Fair Exhibit Prof. George T. Jewett, of Youngstown, and Supt. M. A. Kimmel, of Poland. S. D. S.

—The Highland county teachers' institute held its last annual session at Hillsboro, July 25–29, inclusive. All agree in pronouncing it a very successful institute. Professional enthusiasm ran high, notwithstanding the extremely hot weather. The instructors were Supt. J. W. Jones, of Manchester, Supt. E. W. Wilkinson, of Linwood, Prof. Fenton Gall, of the Hillsboro College, and Miss Nellie Moore, of Defiance. On Tuesday evening Miss Moore gave a lecture on "Our Mother Tongue," and on Thursday evening Col. J. P. Sanford delivered a lecture on "Old Times and New." The names of these lecturers are alone ample guaranty for the high merit of the lectures. Each instructor, also, deserves the highest praise for the able manner in which the lessons and lectures were conducted. On Thursday afternoon Supt. Henry G. Williams, of Lynchburg, read a very strong paper on the subject of "School Legislation," dealing chiefly with the Boxwell and Workman bills. A lively discussion followed, which was continued over till the next day. As a result, committees were appointed and courses of study were adopted for the common schools, and for the township high schools, should any be organized. After the various committees reported, an election of officers was held, resulting as follows: Pres., I. A. McVey; Vice Pres., James Earl, E. V. Barrere, Charles Countryman; Sec., Miss Blanche Bellison; Ex. Com., Supt. Samuel Major, A. P. Reed, and W. E. Gailey. A motion to hold the next institute holiday week, prevailed.

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## PERSONAL.

—H. S. Foote is the newly elected superintendent at Chardon.

—D. W. McGlennen succeeds T. S. Lowden in charge of Fredericksburg schools.

—Elijah Burgess succeeds Geo. W. Welch in the superintendency at Lancaster, Ohio.

—C. J. Britton, formerly of Fletcher, goes to De Graff as superintendent.

—F. J. Roller has been re-elected at Niles, with salary increased to \$1,500.

—C. S. Barnes, of Newark, has been chosen principal of the Salem High School.

J. W. Guthrie succeeds A. F. Coup in the principalship of the Alliance High School.

—Miss Emma Dann, of Sidney, will teach this year in the Middletown High School.

—Belpre will lose its excellent superintendent, J. C. Barnes, who goes to Tennessee to take charge of an academy.

—E. E. Rayman was elected superintendent at Shawnee but declined, to accept at Collinwood.

—Miss Mary M. Findley, of Kirkwood, Ill., will teach in the Greenfield High School this year.

—H. H. Cully will continue in charge of schools at Burton, Geauga County, at an increased salary.

—Prin. Swartz, of the Newark High School, takes a position in the Chicago University.

—Mr. Griffith, of Youngstown, has been chosen principal of the Newark High School.

—Miss Jennie B. Elwell is to have charge of physical training and elocution in the Xenia schools.

—T. C. Price is entering upon his second year in the schools of Jewett with bright prospects and increased salary.

—B. F. Remington, a former Huron county teacher, is now principal of schools at Monticello, Minn.

—Geo. Chatterton, of Williamsburg, O., succeeds F. J. Beck in the principalship of the Napoleon High School.

—Carl C. Smith will take charge of the Marietta township schools. Supt. H. C. Frye goes to Elk Point, S. Dakota.

—L. W. Day has accepted the principalship of the literary department of the Spencerian Business College in Cleveland.

—R. W. Mitchell, of Alpha, succeeds Frank G. Shuey at Celina, with \$1,200 a year.

—I. M. Clemens, formerly of Ashtabula, has taken charge of the Wadsworth Normal School.

—Charles M. Carrick has been called to take charge of the schools of La Grange, Ohio.

—G. A. Sorrick has resigned at La Grange, Ohio, to take a position as instructor in English at Elmhurst, Ill.

—U. M. Shappell has been elected superintendent of schools at Bluffton, for his sixth year there.

—W. P. Thurston, of Ashland, has been called to the principalship of the Norwalk High School.

—S. L. Hertzog, of Seven Mile, Ohio, has accepted the principalship of the Indian boarding school at Warm Springs, Oregon.

—W. C. Smith succeeds I. N. Keyser as principal of the Ironton High School, Mr. Keyser accepting similar position at Urbana.

—F. R. Dyer, who has been principal of the Salem High School, has accepted a similar position in the Canton schools.

—J. E. Cole, class of '92, Buchtel College, has accepted a position in the Ohio Central Normal College at Pleasantville.

—C. H. Shock will continue in charge of the Bloomville schools with which he has been connected for the past nine years.

—D. W. Tussing will superintend the Ottawa schools, with Miss Florence B. McClure in the High School.

—A. L. Belch, Columbus Grove, C. M. Lewis, Leipsic, and G. R. Miller, Dupont, have all been re-elected.

—J. A. Shott, of Sandyville, O., has accepted the chair of Natural Science in Lebanon Valley College, Pa.

—Dr. R. W. Stevenson has relinquished the superintendency at Wichita, Kansas, and returns to his old home at Columbus, Ohio.

—J. P. Treat has sold his interest in the *Western Reserve School Journal* and has accepted the superintendency of schools at Geneva, Ohio.

—W. E. Lumley continues at the head of Hickman College, at Hickman, Ky. He spent most of the summer vacation in institute work.

—W. M. Wikoff and Geo. P. Deshler have been re-elected superintendent and high school principal respectively at McConnelsville, Ohio.

—S. Wilkin, for a number of years superintendent of schools at Anna, Shelby County, succeeds Mr. Britton at Fletcher, Miami County.

—Miss Louise John, for several years a teacher in the Delphos schools, has accepted a position in the high school at Tippecanoe City.

—Miss Anna Pearl McVay, class of '92 Ohio University, enters upon her work as principal of the Ashtabula High School with the opening of this school year.

—Miss Margaret Bradford, a graduate of Boston University, has been elected to the Pierce professorship of English literature and rhetoric in Buchtel College.

—L. Westfall, formerly of Piqua, is now superintendent of schools at Corrigan, Texas, and Mrs. Westfall is in charge of the music department.

—S. S. Gabriel, who has been superintendent at Osborn, leaves the profession after fourteen years' service to enter on the study of medicine at Baltimore, Md.

—Dr. B. A. Hinsdale has returned from his year of travel abroad, and will enter upon his work in the University of Michigan with the beginning of fall term.



—F. J. Beck, of the Napoleon High School, succeeds W. W. Weaver in the superintendency at same place.

—W. W. Evans, of Miami County, succeeds J. F. Fenton in the superintendency of schools at Germantown.

—J. F. Fenton, of Germantown, has accepted the superintendency of the Coshocton schools, succeeding J. M. Yarnell.

—Supt. O. C. Larason, of Jacksontown, has been réappointed school examiner of Licking County to succeed himself for a period of three years.

—C. S. Coler has been unanimously re-elected principal of the Sandusky High School, at a salary \$200 greater than the position ever paid before.

—Mr. Simon, who has been superintending schools at Miamisburg during the past year goes into the Cincinnati schools as first English assistant.

—Boston papers make complimentary mention of the addresses of Hon. C. C. Miller and Prof. R. H. Holbrook, of Ohio, at the Seashore Normal Institute.

—J. W. Knott succeeds W. S. Eversole in the superintendency of the Wooster schools. He was the unanimous choice of the Board out of 41 applicants.

—F. H. Kendall has been re-elected principal of the Painesville High School, with an increase of \$200, in recognition of faithful and efficient service.

—W. V. Rood, of the Akron High School, has been appointed a member of the examining board for Summit County, and also of that for the city of Akron.

—F. G. Shuey leaves the position to which he was elected in Celina for the superintendency of the schools of Miamisburg, at \$1,300, succeeding Mr. Simon.

—E. M. Van Cleve, of South Charleston, has the honor of an unsolicited election to the superintendency of the Barnesville schools, over 60 applicants.

—Miss Nellie Moore, of Defiance, Ohio, has accepted a position in the office of E. O. Vaile, at Chicago, to work on the *Week's Current and Intelligence*.

—Miss Ida B. Haslup, for five years principal of the Sidney High School, has been tendered a similar position at Pueblo, Colorado, at a salary of \$1,350.

—Dr. Wm. Richardson, for several years one of the supervisors of the Cleveland schools, succeeds Dr. R. W. Stevenson in the superintendency at Wichita, Kansas.

—Miss Ida B. Tenney, who has been associated for a number of years with Mr. Donham at Forgy, goes to Gallipolis to take charge of the High School there.

—John S. Royer, having been chosen superintendent of schools at Versailles, Darke Co., O., has removed the office of publication of the *School Visitor* from Gettysburg to Versailles where he will continue its publication.

—W. H. Weaver, teacher of music, and Rollin Swisher, teacher of writing, in the Newark schools, are to occupy corresponding positions in the Zanesville schools.

—Chas. F. Koehler, of Baldwin University, takes the position of institute conductor and teacher of civics and history in the State Normal School at Mankato, Minn.

—Dr. E. E. White returned to Ohio early in August to fill institute engagement, after a lecture tour of six weeks in the Eastern States. He is about removing from Cincinnati to Columbus.

—E. J. Shives, the new superintendent at Sandusky, seems to have made a favorable impression. A local paper says he already has the work well in hand and is more than fulfilling all demands.

—It is now Dr. J. W. Zeller, superintendent of the Findlay schools, and that *pro merito*. Dr. Zeller completed a post-graduate course and received from Findlay College the degree of Doctor of Philosophy.

—Miss Gertrude James has been chosen as assistant in the Elyria High School. She will be known to many of our readers as the daughter of H. M. James, formerly of Cleveland, but for several years superintendent at Omaha, Neb.

—Albert G. Lane, of Chicago, is President of the National Educational Association, and R. W. Stevenson, of Kansas, Secretary. E. E. White, of Cincinnati, is one of the Vice Presidents, and J. A. Shawan, of Columbus, is one of the Directors.

—The many friends of W. W. Donham, of Forgy, will be pained to hear that owing to the failure of his voice he has been compelled to retire from teaching and has resigned the superintendency of the Bethel Township schools. His host of friends pray for his speedy recovery.

—Miss Anna M. Torrence, of Clifton, Greene Co., O., who has been a contributor to the MONTHLY for several years past, is now Mrs. John M. Garlough and lives at Pitchin, O. The happy event occurred August 18. The MONTHLY extends congratulations and good wishes.

—Capt. F. G. Steele will divide his time between Newark and Xenia the coming year, having charge of the penmanship and drawing in the schools of the two places. His display of pupils' work at the meeting of the State Association at Cleveland was very fine and attracted much attention.

—Miss Ida M. Windate, late of the Elyria High School, has removed to Fresno Co., Cal., where she will teach the coming year. She recently passed an examination in thirty-three branches before the California State Board, with an average grade of 94. Ohio rejoices in the success of her teachers abroad.

—J. F. Smith will continue in charge of the Findlay High School at a salary of \$1,350, being an increase of \$450 in the four years he has had charge. In that time the school has increased from 85 pupils with two teachers to 215 pupils with five teachers. If any other high school in Ohio can equal this in growth, it should be heard from.

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(ORGAN OF THE OHIO TEACHERS' ASSOCIATION.)

—AND—

## THE NATIONAL TEACHER.

SMUEL FINDLEY, EDITOR.

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### PERSONALITY IN TEACHING.

BY REV. W. W. GIST.

Many of the readers of the MONTHLY in North-Eastern Ohio will recognize in the writer of the following excellent article from *The Advance* a quondam Ohio teacher.

It should be the pride of every earnest teacher to have his pupils say in after years, not that they learned so much Greek, or science, or mathematics, from him, but that he inculcated such habits of study as wielded a powerful influence in moulding their very characters. The personal power of a teacher does far more to accomplish this than any so-called methods that he may employ, though methods are not to be ignored. Great is the inspiration that the student receives from the live teacher with whom he comes in close contact. Hence, many students rush to Eastern universities to secure imaginary advantages.

They do have the benefit of larger laboratories, and finer apparatus generally, and actually receive instruction from men of a world-wide reputation; but the classes are often so large that the personal power of the teacher does not reach the individual pupil. The inspiration that a student receives from an intimate association with many efficient instructors in our western colleges more than compensates for any advantage he receives in the East. I need not reiterate the truism that every teacher exerts some influ-

ence over his pupils in forming character. If it is not good, it is bad. The object of this paper is to point out a few of those things in which a teacher's personality will have far more weight in determining his success than all the traditional methods of which he may avail himself.

In the first place, the personal power of the teacher should be manifest in inspiring his pupils with a desire to be independent investigators. I have in mind a young man who distinguished himself at college for his independent inquiries. Whenever a question of importance was sprung, he would examine it from every standpoint, search out all the information that he could find bearing upon it, and then reach a conclusion of value, because it was obtained with care. The man is now a prominent lawyer, and his opinion is of great weight with learned members of the bench, because they know that he never carries on a superficial investigation. The true teacher aims to have his pupils attain this degree of excellence. To do this he must be an earnest, independent thinker himself. He must have respect for the opinions of his pupils, however widely they may differ from his own, and he must lead them to see the correct view instead of simply stating it and then requiring them to accept it on faith. The teacher who ridicules the opinion of a pupil without presenting something better, and presenting it in such a way that he cannot help seeing it, lowers himself to the level of the political demagogue. The whole bearing of the teacher, in the schoolroom and outside of it, will have far more influence in inculcating the habit of independence than all the preaching he may do on the subject.

In the second place, this personal element is conspicuous in the government of the school. If a teacher is really master of the situation, he is conscious of it and shows his power. If he is not master of the situation, his pupils see it at a glance. Of course, the true teacher governs by moral force. Too many imagine that this must be manifest chiefly in moral lectures and frequent expositions of the Scriptures in the devotional exercises. If the teacher has not great moral force himself, he will do more harm than good in this way. Frequent mistakes are made in giving too many private lectures. A bright boy who is an oracle of wisdom at home wants to make himself conspicuous before the class. He may annoy the teacher and be a bore to the class. Generally it would not be best to have a private interview and tell him of his fault. The wise teacher who has personal power will puncture the

boy's bump of egotism and yet not cause him to lose his self-respect. Every pupil soon learns to keep his true place in the class of the real teacher.

Again, a teacher's personality should be seen in original means for accomplishing desirable ends and in practical talent for meeting peculiar and trying cases. Every one who has given any study to the four great military lights of the world—Alexander, Hannibal, Cæsar and Napoleon—knows very well that they were men of foresight, men who studied all the strong and weak points of their opponents and then prepared to meet them. But, if this had been their only talent, many of their brilliant victories would have been ignominious defeats. They were men of such practical talent that, when an event took place wholly different from what they had expected, they could decide on the spur of the moment what should be done and thus meet the emergency just as well as if it had been embraced in their original plans. This often changed defeat into victory. We all know that the very presence of Sheridan at Cedar Creek, Sherman at Atlanta, and Grant at Richmond did far more to insure success to our arms at those critical periods than all the treatises on military tactics that have ever been written. This is a talent that every true teacher possesses in some measure. He may use with success certain methods for years, but if he is then thrown in contact with a different class of students, he will change his tactics to meet the case. Teachers often fail from the lack of this talent.

Emerson says in his essay on Character that the biographies of such men as Mirabeau, Philip Sidney, Walter Raleigh and Washington, do not justify our estimate of their genius; that the men were greater than their deeds. He then adds: "The largest part of their power was latent. This is what we call character—a reserved force which acts directly by presence and without means." What is true of those great men in their spheres, is also true of the great teacher in his sphere. You may read all about the internal workings of the Rugby school for the purpose of getting light on the subject of teaching, and you will be compelled to admit that Dr. Arnold was far greater than all his methods and plans; yes, greater than all the encyclopædias and journals of education that the age has produced. The great power that such men as Socrates and Plato exercised over their followers cannot be accounted for on the ground of the principles that they promulgated alone. Those disciples were so fortunate as to come under the

personal power of those giant intellects, and they thus received their inspiration from them. Happy indeed is the student who can sit at the feet of an earnest, wide-awake, enthusiastic teacher and feel the touch of his personal magnetism.

*Osage, Iowa.*

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## READING.

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MISS JENNIE JACK, KINGSTON, ONTARIO.

[A paper read before the Kingston and Frontenac Teachers' Associations.]

I wonder how many present take special delight in teaching? How many are fairly satisfied with their work in that direction? Am I right in my supposition that with the majority reading is the subject which gives least pleasure? Am I not right when I take it for granted that some here consider it the least important?

Of its importance I shall not now speak, but I wish to say something on our methods.

In the first place, let me ask, what are our reasons for teaching oral reading? Is not our chief one to give the pupils the power to express as forcibly as possible the thoughts contained in their lesson? Can this be gained by *imitation*? Can it be gained by *rules of expression*? I think not. Let me here say that by expression I mean the manifestation of all those powers which are brought into action when what is in the mind is revealed, except that of articulate speech; this in reading is of course artificial. Expression includes the form, quality, force, stress, pitch and movement of the voice, inflection, emphasis, and facial expression. I don't exactly know what all these terms mean, but I have been told that a teacher should note each when she calls on a pupil to read, so I include them.

Now you will admit, I know, that *true* expression is the most powerful. Were I to tell you something and imitate another in the manner of telling it, would what I communicated have the effect on your mind that the telling of it in my own fashion would, even though the manner of the one I imitated was much to be preferred to my own? "She is affected, unnatural," you would say, and so a shadow of falseness and consequent weakness would be thrown on what I had told.

The Creator has given each one the power to reveal what is in his mind in a manner which is peculiarly adapted to himself, and we do our pupils positive injury when we harm in any way this

individuality of expression. All conscious imitation is wrong. It is wrong, I believe, to imitate another's good works till we have acquired the spirit which prompted them.

Expression, to be powerful, must be *true*, and it cannot be gained by imitation.

No phase of truth makes the same impression on my mind that it does on yours; because of our different mental habits. Because of differences produced by inheritance and circumstance, it is impossible for any thought to operate on my mind exactly as it does on yours. Now, if this difference is appreciable in minds engaged in like work and of nearly the same age, how must the expression differ as made on the mind of a child with its limited experience, its active receptive powers and its ready sympathies.

For a child to express a thought as his teacher does is to give false expression. What is false is untrue. May I not lie with the tone of my voice as well as with articulate speech? Both are only false expression.

Can you not hear Ruskin saying, "Do not let us lie at all. Do not let us think of one falsity as harmless, another as slight, and another as unintended. Cast them all aside, they may be slight and accidental, but they are the ugly soot from the smoke of the pit for all that; and it is better our hearts should be swept clean of them, without overcare as to which is largest or blackest."

Can true expression be gained by the giving of rules? Follow your worst reader into the play-ground and note there the graceful and powerful, because natural and free, utterance, which might make our greatest orators envious.

Where did he get that power? Did it proceed from rules of expression? Did it even come because he paid special heed thereto? Came it not rather, first, because he was unconscious of his expression, and second, because the thoughts expressed were the result of his own mental activities?

Would I gain like expression for the thoughts of the book, I must have like conditions. Therefore I am persuaded that to gain true expression we must leave expression severely alone.

I would not have the pupil conscious that I paid any attention to it; I would not even call on him to read, but after he has given the passage in his own words I ask him to tell me the same, as it is in his book.

The teacher should direct her every effort towards making the thought of the passage the thought of the pupil. By that I mean

more than merely understanding the passage. That alone will not produce forcible expression. Not till every idea in the passage is as real as anything in the playground, will his expression be with power. To secure this vivid conception of thought, I directly aim at stimulating the imagination and so our odd moments are utilized in this way. Imaginary visitors come into the room, the Inspector, the Principal, anyone with whom the children are familiar. Or we take an imaginary trip through the neighborhood; we stand now before the little brick church. "Tom, show us the lamp-posts." "Nellie, the large round window." "Annie, point to and describe the fence." Sometimes, one takes the trip, points out and describes the objects near, and we guess her position.

Many devices will suggest themselves if you think them worth considering. I find them very helpful.

Then I strive to make it impossible for the children to see a sentence without forming a definite picture.

I write on the board, perhaps in my grammar class, "The little girl fell!" "How big is she?" "How is she dressed?" "What color is her hair?" "What made her fall?"

Or I state this problem on the board, "A farmer sold eight bags of potatoes at 75 cents each; how much money did he get?" What kind of a coat has the farmer? How many horses has he? What color are they? etc., any questions which will stimulate them to form a picture.

When we come to prepare our reading lessons, I find it necessary to add many descriptive points to bring the scenes right into the class. You must have noticed the power of description. Did you ever wonder at the delight with which "Tommy and the Crow" is always hailed? Now I believe it is largely due to the description at the beginning, "The green grass," "the May flowers," "the sweet spring air," and "bright sun." The children see that tree as plainly as they ever saw one, and it is a real live boy who throws his books and himself under it. Then in the lesson of "The Children in the Woods," you have often seen the lips quiver and the eyes grow moist as the little ones read how "The warm rosy lips pressed against the cold ones." The scene is very pathetic. How much emotion would the mere narration, that the parents died, produce?

See each scene distinctly, and show the children what you see. Bring the burning plain so vividly before the children when they read that lesson on "The Camel" that they unconsciously shade



their eyes from the sun. This can be done, for their imaginations are very active when put in motion.

But after you have done all this, and brought each scene before them, have the pupil express the passage in his own words; there will be some who read with but little expression. It may be that they speak with but little expression, but even those with most power in that direction need something more.

The child comes into the world with latent mental powers and corresponding powers of expression; we have been stimulating and directing the former, but the powers of expression have been neglected, except that of articulate speech.

As something in this direction I have tried this: I select a lesson with which the class is familiar, read a clause in many different tones, having the pupils imitate me each time, and so finish the lesson. This exercise stimulates their power of expression, corrects bad habits and does not destroy individuality of expression, as the pupils have no means of determining which mode I consider correct.

Then there will be some in the class who naturally are unsympathetic; will they read a pathetic passage correctly? They may so far as they reveal the impression made on their minds, but they will not read with power. To get forcible expression, I must stimulate the powers of sympathy they already possess.

Do you wonder now that Reading is, in my opinion, the most important subject we try to teach; because it directly aims at stimulating all that is best in the pupil. He expresses the good, the beautiful, the true sentiments of his book with power, because the good, the beautiful, the true sentiments are his own.

Is not then this power of vivid conception of thought the foundation on which all the other subjects are built? Can we truly teach any subject without it?

You know it is possible for your children to recite their history notes correctly and still have very little knowledge of them. If they have been trained to look only for the thought, this linguistic knowledge will be impossible.

When you speak of a river in your geography class, a river will broaden out before their view instead of the black irregular line running down the map that they now see. Had we time we might consider each subject on our curriculum, and discover that vivid conception is the foundation of each. Again, what knowledge is most easily digested? That which we gain by experience, or that

which is obtained from others, either by hearing them speak, or reading what they have written? The experimental knowledge, of course. Much that we give our pupils is of necessity what I may call secondary knowledge, and just to the extent to which this secondary knowledge is like the experimental is it the knowledge which leads to power. Our direct aim in the Reading class is to convert secondary into experimental knowledge. We have not time to take up the work in this way, you say. A certain amount of work must be "gone over" in the term. The process is, I grant, at first slow. It is a growth, and all true growth is slow. I speak from experience when I confess that the next examination may not reveal your work; but coming examinations will, and you have been cultivating a power which will be of infinite value to your pupil when he leaves the school for the greater school of life.

Watch two workmen fashioning a chair. One saws, planes and hammers, and every stroke tells towards the completion of the chair. The other saws, planes and hammers, works just as hard, and we see but little progress. Where lies the difference? It is just the difference in the power of conception. One saw the chair in completion so vividly that he worked directly towards it. The other lacked this power, so much of his work went for naught.

What is it, teachers, ministers, lawyers, doctors, merchants, mechanics, laborers need as a foundation for success, but vivid conception, the power to vividly conceive ideals? Having this power, they may fail because of other defects. They cannot succeed if they have it not.

Reading, then, I repeat, is the most important subject. Develop the power of vivid conception of the thought, leave expression alone, and the expression will be most satisfactory.

Expression is the blossoming of the plant whose roots are in the mind. With less labor, in much less time, we can manufacture something which closely resembles the real flower; but, dear friends, this is not that for which we work. We strive for that which will produce fruit, yield seed, and at the ingathering we shall find we have not wrought in vain.

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### THE RETURN OF GRAMMAR.

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Those in touch with educational movements recognize clearly that the current of opinion and practice now sets towards the restoration of grammar to its place in the schools. It was swept out

by the enthusiasm for language lessons, and the ingenious amused themselves and others by heaping abuses upon the discredited study. Now the unsatisfactory character of the substitute is clearly seen. We have been wasting time over empirical drills, without substance of thought or abiding power. The shallowness and uselessness of much of the language work is apparent. We must seek sounder and more philosophical methods; and thus grammar comes to honor again. But these movements are not fruitless. Language training has differentiated itself in the minds of teachers from technical grammar, and they have discerned the necessity of providing for a systematic growth of their pupils in the power to express themselves completely and correctly. This idea will be applied to all subjects of instruction. All are means of language training, and in none is the proper result attained until the pupil gets new ideas which he can embody in fairly adequate language. The effort to give training of this sort will not be abandoned, but more fully worked out.

Grammar will come in at its proper stage and for its proper ends. It is a critical instrument. As a body of doctrine its aim is to furnish the pupil with a means of judging and correcting his own speech, and of determining definitely the interpretation, or the several possible interpretations, of written and spoken language. This conception of it affords a test of what should be taught, and of the manner of teaching it, since it emphasizes the proper use of the knowledge. It bars out useless distinctions and the over-refinements to which scientific treatment continually tends. But, on the other hand, grammar is a discipline in logical thinking. It teaches those relations of terms which are also relations of thought, and in tracing them out gives valuable training in clear, adequate and orderly thinking. The best scientific men have recognized this value, which Professor Tyndall admirably puts in the following extract: "I hold that the proper study of language is an intellectual discipline of the highest kind. The piercing through the involved and inverted sentences of *Paradise Lost*, the linking of the verb to its often distant nominative, of the relative to its distant antecedent, of the agent to the object of the transitive verb, of the preposition to the noun or pronoun which it governed; the study of variations in mood and tense, the transformations often necessary to bring out the true grammatical structure of a sentence—all this was to my young mind a discipline of the highest value, and, indeed, a source of unflagging delight."—*Wis. Jour. Education.*

## WHAT SHOULD SCHOOL GIRLS READ?

Elizabeth Dawes, writing in the *London Educational Review*, takes pretty high ground on this subject. It would be a pretty serious task to bring the average American school girl to her standard, but the efforts of our teachers should be turned in that direction.

She says: "Now it seems to me that what girls should read might be roughly divided into three large divisions: 1. Historical and biographical. 2. Classical. 3. General or scientific.

"In the first division I include the historical novel, as I certainly do not think that a girl is wasting time by reading the best of Walter Scott's novels, or Miss Aguilar's 'Days of Bruce'—from which, by the way, I gained a much more vivid idea of the Scotch history of that time than I ever did from the 'student's Hume,'—or Kingsley's 'Hereward the Wake,' 'Westward Ho!' and the like, since they have a good solid substratum of history. But apart from the historical tale or novel, there are charming versions for our little ones of English, French and other histories, very often attractively illustrated; and for the elder ones, Macaulay's Essays, the 'Comeos of English History,' 'Lives of the English Queens,' and similar books, which give us, so to say, a 'peep behind the scenes' and endow the characters with individuality, the scenes with reality, and the incidents with truth. Outside our own history, books such as 'Constantinople,' by Giberne, Mrs. Oliphant's 'Makers of Florence' and 'Makers of Venice,' give us a graphic picture of the great towns and personages of the middle ages; and what more fascinating reading is there than Prescott's Histories of the Conquest of Mexico and Peru, or Motley's Rise of the Dutch Republic.

"By classical reading I mean reading which will make them familiar with the mythology, modes of life, and history, both political and literary, of Greece and Rome. Some may object that this is more suited to boys than girls, but the chief reason I strongly recommend it for girls is because, without this knowledge, they cannot appreciate modern paintings and sculptures, or fully understand the best of our modern literature, be it poetry or prose; therefore, in their school days they should get an insight into Greek and Roman mythology and history, which will live forever in the world's art and literature.

"I need hardly stop to mention any of the many charming books written for children about classical mythology and history. We all know Kingsley's 'Heroes,' and Prof. Church's well-illustrated

series of stories from Homer, Livy, etc., and, last but not least, Cox's 'Tales of Ancient Greece.' And for their private reading we might induce our girls to make an acquaintance with the epics and tragedies of antiquity, by means of the fine translations we possess. Why should a girl not enjoy reading Lord Derby's metrical version of the Iliad, or Pope's of the Odyssey, or Butcher and Lang's clever prose translation of it, or some good translation of the Æneid?

"'General or Scientific.' This is rather a comprehensive heading; under it I should like to include elementary books on astronomy, natural history, geography, geology.

"We believe that most boys delight in such books as White's 'Natural History of Selborne,' and we ask ourselves why should not girls do the same; perhaps girls in the country, accustomed to accompany their brothers on their rambles, do, but as a rule they seem to have little natural taste for these subjects. Some easy and interesting book, as 'The World at Home, or 'Father Alder,' might be read and explained to them; and as they grow older such books as 'Madam How and Lady Why,' 'Sun, Moon and Stars,' 'The Forty Shires,' or 'The Story of the Heavens,' might be studied with them. The chief thing we teachers have to do is to try and awaken a many-sided interest, so that when they leave school, they may feel inclined to read for themselves more about these subjects, of which they have learned the outlines with us."

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### THE HABIT OF OBEDIENCE.

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"The first stage in the growth of character is a habit of obedience," and "the first requisite in the formation of character is some system of authority, command, or law." In other words, there can be no true moral character where there has not been formed the habit of respect for authority, of reverence and obedience for those superior to ourselves in age, or knowledge, or wisdom. It sometimes seems to me, that in the present day the old-fashioned virtue of obedience is somewhat out of favor. In schools we are still driven, in self-defence, to insist upon it. But in not a few homes, if one may judge by the often amusingly naive admission of parents, obedience seems little practised, or if practised, it is the parents who obey the dictates of the children, and not the children those of the parents.

The number of self-willed, independent, Americanized children

seems alarmingly on the increase in certain strata of society. We are all familiar with the plea advanced by certain eminent educationists that "authority" is never to be imposed upon a child; that all we have any right to do, is to warn him against a certain action or course of conduct, show him its dangers and its probable evil consequences, and then leave him free to make his choice. The fatal practical difficulties in the way of so dealing with the young will occur readily to your minds.

But besides that there are these practical difficulties, there seems to me to meet us at the very outset one very grave moral objection. Is it not an essential of any high ideal of character that we should learn to trust in others, to believe in the possibility of other people knowing better than we do, and to submit our will to that of others? All the great things ever done in this world have been done because men were found ready to follow and to obey loyally those in whom they put their trust; nor is this all—those only are fit to command who have learnt to obey. And the only perfect life ever lived on earth was lived by one who came not to do His own will, but the will of Him that sent Him. Obedience is a Divine law; it is the secret of the Divine life. Our children will find their paths beset with briars, and make miserable failures of their lives, if they do not learn, and learn betimes, to respect authority and to yield up their own will.

Now we who are teachers have it in our power to cultivate in the young this fundamental virtue of obedience, and we are not only standing in our own light and running into certain ruin as teachers if we do not set ourselves to do so, but we are rendering it absolutely impossible for us to develop moral character in our pupils. The first lesson we have to teach our children is to obey, and we are worthless, as teachers, if we cannot teach that lesson. You will not understand me to mean that you are to exact from your children a blind, unintelligent, unreasoning obedience. Moral training includes a great deal more than this. A moral habit is only freely formed when the child's mind has come to reflect upon it, and to voluntarily adopt it. And so I would always, in making a law or giving a command, give, if possible, my reason for so doing. To do so, helps obedience immensely; the child sees why you give the command, sees that you are not capricious and arbitrary in so doing, but that you have a reason for what you do, and, on reflection, he goes over to your side, and of himself adopts the course you wish; furthermore, he is flattered by your taking him

into your confidence and condescending to explain your reasons to him, and this renders him more loyal to you. There are, however, cases in which you will have to say, "I cannot now tell you why I say this, but I have a good reason for what I say, and you must obey me."

Where a habit of obedience has been formed by wise and reasonable treatment, and where confidence has been established between teacher and pupil, such cases will awaken no conflict. And for the child it is a wholesome discipline that he should learn now and then to yield without knowing why. A habit of obedience is what we have to set ourselves to form; so that to obey may become second nature, and that obedience may be rendered unconsciously. A habit is formed only by the frequent repetition of an act. We have, then, to see that our children always obey us, in little things and in greater things alike; we have to form in them the habit of obedience, not by perpetually talking about it, nor by punishing them for disobedience, but by (1) avoiding friction as far as possible, and, in order to do this, giving only wise, and well-considered, and reasonable commands; and (2) by exercising a quiet and patient vigilance, and seeing that our commands are carried out. And again I would say, avoid a hectoring and blustering tone, what is sometimes called by a convenient euphemism, "a tone of command," and always take it for granted that your children mean to obey you—never suppose for a moment that they could possibly think of doing anything else. It would be well for us to try so to bear ourselves towards our pupils as always to convey to them the suggestion that they are, and must be, on the side of law and order and right.—*C. E. Rigg.*

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## TOO MUCH NEW EDUCATION.

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*The Cosmopolitan* for September contains a thoughtful article by Chas. W. Dabney, Jr., on "Advance of Education in the South," at the close of which is the following note of warning, which should be heeded at the North as well as the South.

Such is the rage now for scientific and technical education, especially in our state colleges, that there is occasion for fearing that they may eliminate too much of the old education and make their courses of instruction too narrow and utilitarian. It is already time to utter a warning. From one extreme we are in danger of going to the other. The colleges which formerly had only a few months of the natural sciences in the junior and senior years

now have courses which they call wholly "scientific." Even the usually conservative church colleges are eliminating the Latin and Greek in order to put in more of the sciences and the "ologies." There is danger, too, of our carrying the elective system too far. The success of this system in Germany, where the freedom to teach whatever one chooses and the freedom to learn whatever one chooses forms a part of the chartered right of every member of the university, is no proof that this system is the best for our American colleges. The trouble here is that we have so few thorough preparatory schools. The ordinary German gymnasium gives as good or a better education in the humanities than the best of our classical colleges, and the German student builds his scientific or technical education upon this foundation. Our experiment in scientific education will surely fail if we fail to prepare the student as he is prepared in Germany. Our boy, just out of the public high school, with only a fair English education, and, perhaps a smattering of Latin and science, enters the university and takes up a special course in some science or department of engineering in which he gets no additional liberal training.

Our mistake is in trying to make scientific specialists and engineers without the requisite preparatory liberal education. The too common product of this course is that intellectual deformity which we call a "crank," the man of one study, one interest and one idea. Such a creature cannot make a good citizen, a good teacher, a good writer, or even a good, safe investigator in his own line, simply because he is not a good man. The scientist may know the life history of a hundred bugs, but he is a dangerous scientist if he does not know the history of his own race; the engineer may have wonderful command of the higher mathematics, but he is a very useless engineer unless he knows how to use his own language. From such schools as these we get the chemists who believe that nothing exists that they cannot dissolve, precipitate, and weigh in a balance; the biologists who believe that nothing lives that they cannot fry in paraffine, slice in thin layers and examine under the microscope; and the engineers who believe that nothing has a value that they cannot calculate in dollars and cents, or that any force exists that they cannot measure in horse-powers, foot-pounds, or volts.

If this condition continues, where shall we educate the future thinker, the man of affairs, the teacher, the preacher, or the statesman? If the pendulum has swung too far, it will swing back



again. There will be a reaction in favor of the liberal arts. The remedy for this condition is as suggested, in the thorough preparatory course in languages, literature, and history. Our universities should, when this is provided, refuse to admit young men to the special, scientific or engineering courses until they have first the elements of a liberal education.

## 6 MORAL TRAINING BY SUGGESTION.

"The Age-of-muscular-force is dead. The Age-of-nervous-force has killed him with the knife he holds in his hand."—Olive Schreiner.

The use of corporal punishment in schools is a survival from a barbarous age. No doubt it is still necessary in some cases, in the same way that it is sometimes necessary to answer a fool according to his folly. But it is more disastrous to treat an honest man as a knave than a knave as an honest man, and it is sometimes better to run the risk of letting folly go unpunished, rather than the risk of developing folly which might otherwise remain undeveloped.

It is sometimes assumed that the chief objection to corporal punishment is a physical one. This is a mistake. Otherwise its opponents might, perhaps, be rightly regarded as sentimental and unpractical. The physical side of the question is of little importance. We none of us like physical pain or discomfort, but we are all obliged to go through a good deal of it in some form or other, and perhaps the sooner we learn to put up with it, without allowing our real selves to be disturbed by it, the more comfortable we are in the long run.

The important side of the question is the effect of corporal punishment on the character. The chief objection to it is its tendency to awaken the dormant savage tendencies, which every child inherits from his remote ancestors, but which might, if not injudiciously aroused, remain dormant and practically non-existent throughout life. The nature of a child is built up of as many and as varied elements as the life of a nation. The nation will not learn to govern itself aright if its criminals are sent to parliament and its best men treated with neglect. Education is the art of developing the higher faculties by exercise, and keeping the lower faculties in a dormant state, which, if long enough continued, will end in death. The teacher must help the child to do this, until he has learned to do it for himself.

*The best educators of young and old are those who have the gifts (1) of perceiving dormant useful faculties in their pupils which others*

*do not see, and of developing them; (2) of ignoring dormant objectionable faculties which others cultivate, and of putting them to sleep permanently.*

Now, the use of any kind of outward force towards pupils interferes with the exercise of this kind of personal influence. It says, in effect, "You have no wish to do right, therefore I must make you." Neither teacher nor pupil, perhaps, clearly perceives this, but, nevertheless, it is the thought present in the sub-conscious part of the mind of each, and will probably generate thought of an objectionable quality in the conscious part of the mind.

Teachers who use physical force are, of course, not the only persons who produce unhealthy mental conditions of this kind. They are produced by auricular confession, by some kinds of sermons, by the mere presence of persons of narrow experience and narrow views of life, who blame conduct which they do not understand; by men or women who are always expecting other people to entertain some kind of wrong intention or feeling towards them or towards others, and in many other ways. But these matters are the theme of the novelist, and do not come within the scope of the present paper.

Our business, at present, is with the side of the question which concerns teacher and pupil. It sounds too simple to be true, that if you expect moral progress you will always get it; and yet it is true, under certain conditions.

What are these conditions?

First, you must acquire the art of measuring the powers of your pupils, so that you may demand from them as much progress as they can make in a healthy, natural manner, and no more. If you demand too much, your expectations will have less effect on them next time. How is this art to be acquired? It cannot be acquired without sympathy with each pupil personally, and without patience and practice. Secondly, you must not waste your nervous force on matters which are not really important. If you spend too much energy in expecting the outward forms of good conduct, you will not have enough left for more important matters. It is better that your pupils should be a little disorderly and in touch with you, than that they should observe the outward forms of order without being interested in what is going on. Thirdly, you must not use your influence for your own convenience, irrespective of the benefit of the pupils. The present race of children are almost sure to find this out and resent it.

Teachers often use their nervous force unconsciously. Ask an experienced teacher what he would do if his class became disorderly. If frank, he will often answer, "I don't know; they never do." The fact is that he keeps them in order, but he does not know how he does it. This is a satisfactory state of things, and I have no wish to alter it.

But there are teachers who have not sufficient influence over their classes, and do not know how to go about getting it. Many of these have as much nervous force as the successful teachers, but, by some accident, they have not acquired the art of unconsciously directing it. For them, the only way is to learn to direct it consciously. Their difficulty even arises, in some cases, from an excess of nervous force. A house that is full of beautiful things is more interesting than an empty house, but it is more difficult to keep in order. How can a young teacher learn to direct his nervous force? He must take himself as a pupil, and apply the method of suggestion to himself. He must realize that he has hitherto failed because he has been ignorant of mental processes, and has not been aware how they can be affected by the steady concentration of the will.

The cure sounds simple, but it is efficacious in all cases when the patient is sufficiently in earnest.

I have said that punishment is injurious to the character, because it appeals to the lower instincts instead of the higher. It is also superficial in its results. It is what the doctors call treating a symptom: it does not touch the disease itself, but only the results of the disease. It is like moving the hands of a clock, instead of repairing the works. It does not strengthen the character or act on the mainsprings of conduct. It may prevent wrong action, but it cannot alter wrong tendency. In order to mould character and alter the nature of a pupil, it is necessary to consider what he is, rather than what he does. It is necessary to influence him in such a way that he will wish to act rightly *when no one is looking*. Punishment cannot do this. It can only make him wish to preserve appearances and maintain a conventional standard of morality.

A child who is allowed no freedom of action, who is controlled and directed at every turn, is enervated, not strengthened. He is prevented from learning by experience. He will develop either into a useless person who never makes any mistakes—and never makes anything else—or into a weak-minded person who wastes his life in regretting all the foolish things that he did the year before last.

The most useful people in the world are not those who make no mistakes. They are those who learn to turn their mistakes to account—in short, who know how to grow.

Natural feeling, when rightly regarded, is an instructor, not an enemy. It bears the same relation to moral progress that the senses of sight and hearing bear to progress in material science. It requires to be constantly corrected by reason, and the experience of others, and when so corrected is a useful guide. It is one teacher among many. In listening to it, children begin to acquire the faculties which will enable them to distinguish between conventions and truths. The poisonous doctrine of self-distrust, which is so frequently taught in childhood, is followed by a long train of evils, of which, perhaps, the most common is untruth, in its various forms of hypocrisy, injustice, selfishness, etc. Selfishness arises from defective perception of mental and moral truth.

I have said that punishment may prevent wrong action, but cannot alter wrong tendency, or act on the mainsprings of character. The only way to reach these is to work in harmony with the natural moral growth of the child, and to take care not to prevent any conditions which may interfere with it. Moral growth, like physical growth, will take place naturally, if not constantly thwarted by harmful restrictions. The right way is to give the child as much freedom of action as possible; offer him opportunity for moral development, and then *expect it*. This method of treatment makes right conduct automatic. A child so trained will progress unconsciously, and slowly, but surely, acquire the art of self-government. He will not waste his time in investigating his moral condition, nor will he think of expecting praise for right action. He will act rightly because it would not be possible for him to do otherwise. His standard of conduct will not be rigid and conventional, and he will not judge other people hastily, yet his personal influence will always be in the right direction. He will gradually acquire the difficult art of distinguishing conventions from truths, an art which cannot be acquired without the exercise of moral freedom, and which is yet all-important for his future life, since to mistake conventions for truths closes the door of all true knowledge, and to mistake truths for conventions means passing to knowledge through suffering.

It is no more possible to direct the moral growth of a child than his physical growth. His progress will be determined by his capacity, and all that can be done is to provide suitable nourishment.

You cannot develop him, you can only take care that he is surrounded by conditions which will enable him to develop himself. He cannot work out your ideal, he must follow the law of his own nature. He is an organism, and not an appendage to another organism.

It is ignorance of human nature that leads people to suppose that punishment has a beneficial effect on character. They have a theory that it ought to do so, and they have never thought of trying what could be done without it. Punishment is not helpful to children, any more than the fear of hell is helpful to their elders. Most people are quite unaware of the powers which lie hidden in themselves and others, and which would develop naturally if not cramped and hindered by artificial conditions. Thus they go on suspecting themselves and others, and prevent healthy moral development. A vigorous moral nature will develop itself, in spite of many impediments, but the growth will be less graceful and harmonious than it might have been under freer conditions.

In some respects it is more difficult for teachers than parents to employ the method of suggestion in moral training, because the children have often been spoiled before they come to school. Teachers have not the opportunity of applying the method from the first, and it is sometimes difficult to change from an unnatural to a natural method of training. It is not possible to treat a diseased child like a healthy one, and it sometimes requires a considerable expenditure of nervous force to bring the child within the range of the teacher's sphere of operations.

But there are points in which the teacher has the advantage. He has a wider experience of mental and moral conditions, and an opportunity of creating a healthy public opinion in the small world which he leads—a world which, though small, is still wider than the home. This healthy public opinion or tone of thought will help to put the new pupil on the right track. When the pupil is once started on the right track the teacher's task is comparatively easy. A child who cannot be brought into touch with the prevailing tone, owing to previous ill-training, should not be allowed to remain in the school.

A healthy growth of individuality cannot, I have said, take place under a system of punishment. Is it not also interfered with by the necessary personal influence of the teacher? May not nervous force hamper the development of a child quite as much as muscular force would do? In some cases there is danger of this,

especially where the child has naturally little decision of character, or has not been allowed at home to exercise choice, even in trifles. The way to avoid this danger is to give the child as many opportunities as possible of making decisions for himself, and insist upon his doing so. This willingness to lean upon another is precisely the reason why he should be encouraged to stand on his own feet. The nervous force of the teacher must, except in exceptional cases, act along the lines of the child's natural development, not, as in hypnotism, in opposition to it. The object is not to rule the child, but to teach the child to rule himself; to awaken his faculties, not to make him an appendage to the teacher. The exceptional cases are, of course, those where faculties which are undoubtedly objectionable show signs of development. Then it is necessary to use the nervous force as in hypnotism, and prevent further development. But, before doing so, it is important that the teacher should be quite sure that the qualities are objectionable, not merely inconvenient to himself.

This is the right method of moral training, but it is not yet always possible to carry it out. Order must be maintained in schools, even when the right mental influences are not present. We are obliged, therefore, *until we know more of the laws by which these influences are regulated*, to go on using to a certain extent the rigid methods of the past, while recognizing the imperfection of these methods. Much progress will have been made when it is universally recognized that the ideal training is one in which a child is never ruled by fear, but always by sympathetic insight, so that he may learn that his objects are the same as those of the teacher, a truth which children now seldom realize. The mistaken notion that the teacher is his enemy must, in some way, be eliminated from his mind. He must be induced to want to help the teacher, not to want to circumvent him. This will lead to his acquiring the art of self-government, and his aims will become wider and less selfish. Punishment does not make a boy less selfish; it increases selfishness. He should work for some higher object than to avoid personal inconvenience, and most children are easily taught to do so. The child has latent higher faculties, which will respond if appealed to, but often remain long undeveloped, simply because they are not called into action. At every stage of growth, the higher faculties should be appealed to rather than the lower, whenever it is possible. This obvious truth is often disregarded.—S. Corbett in *The Journal of Education*.

**ANOTHER VIEW OF THE OTHER SIDE.**

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BY W. W. DONHAM.

I have read with a good deal of interest Mr. May's article in the last *Monthly*, in which he very clearly sets forth his objections to the Workman law. While I do not share the writer's views as to the effect of that law, I am pleased to hear him express himself so frankly.

If this law is repealed at all it will be before it goes into effect or before it has been fully tried. A misapprehension of the working of the law, I am persuaded, gives rise to whatever opposition may have arisen. Could there be a full and free discussion of the subject, I am certain that the wisdom of this measure would become apparent to all. For this reason I am glad that these questions have been raised, and I shall take it upon myself to try to answer some of them, although I am not certain that I can do so to the satisfaction of every objector.

We may take it as a well established principle, I believe, that whatever tends to elevate the schools will be an advantage to the teacher. The profession will grow in honor and in remuneration with the increased excellence of the schools. So that while the welfare of the school is the first object to be sought in all educational legislation, the elevation of the teacher's calling comes in consequence. Our primitive schools were inferior, and inferior men managed them; the dignity of the work and the amount of remuneration were commensurate. Teachers once objected to the system of examinations for license to teach. But what teacher now does not see that this measure protects him and elevates his calling?

Under the new regime, one man will represent the whole of the educational interests of a community; and is it not reasonable to suppose that in consequence of the added responsibility the community will endeavor to choose the most capable man among them to fill the place. Thus more care will be taken in selecting men and better boards of education will be formed. When we have the right kind of boards of education, with power to act, what may we suppose will follow?

Until I read Mr. May's article, I thought every one was willing to acknowledge that our system of school management has been at fault in having two heads without having their duties clearly defined or their responsibility well fixed. This state of things has

brought about a spirit of indifference that has well nigh reduced our country schools to a lifeless condition.

The men who levy the funds will hereafter be responsible for their expenditure and for the returns from the same. This is common sense as well as a fundamental business principle. Our township boards of education will hereafter feel the necessity of understanding the wants of the schools and how to supply them—they make outlays and must attend to the returns; hence they will know what a good teacher is and who the good teacher is.

Will all teachers be brought to the same level in the matter of wages, new teachers receiving the same as experienced ones, and inferior teachers the same as better ones? This question casts a serious reflection on the board of education. Why, that thing is never done, except in some country schools under the local-director system, where a set of directors are jealous of the adjoining district and want to spend just as much money as their neighbors. Such a thing is not done in town schools or in city schools where numbers of teachers are employed. Why suppose that it will be done in the country schools? Should a set of men be so unreasonable as to do such a thing, they will soon see the consequences of their folly.

The objector is wrong in supposing that this new measure fosters a *one-man power*. The individual director has but one power or but one duty given him. That is to take the enumeration in his own sub-district. How the local director is to *lord it over the teacher* in the discharge of this his only duty in his own sub-district is beyond my comprehension. A good many things have been imagined concerning the law that are not in the law and can never happen under it.

What ground is there for supposing that politics will enter the schools now more than before? The sub-districts hold their elections just as they have before, with this difference only, that they elect one man instead of three.

Township supervision has found its worst enemy in the local boards of the sub-districts, and it can never accomplish what it should till the system is abolished. As we shall have it in the future, the board of education must have an executive officer and supervision will be the logical outcome.

Let us look fairly at this law and take it as it is, without burdening it with so many erroneous suppositions. Let us, as the friends of educational progress, support the measure until it has been fully tested before we go back to the old plan.



## THE CHILD'S WORLD AND HOW TO ENTER IT.

BY ARNOLD ALCOTT.

Every class has its teacher ; nevertheless that teacher may not be the person appointed by the school committee. It may be the worst boy in the class, or it may be the person named by the school board. It is the one who, whether called "teacher" or "pupil," exercises the greater personal influence over the boys and the girls.

It seems to me that a consideration of the child's world, and how one may enter it, may prove useful to those of us who have so much to do with little folks.

Some one has compared the little child to a grain of mustard seed, and has said that the child is a type of heaven, and that we, in order to lead it aright, must come to be like it. The kernel of the argument is, that in order to influence successfully little ones, we must let our maturer minds be felt through child-like hearts. We must take the places of the little children as fully as possible.

Now, all who have mingled in the society of children know that two of their leading characteristics are—

1ST. THE LOVE OF ACTIVITY.

2ND. THE LOVE OF VARIETY.

Remembering, then, that children love activity and variety, we have clues that ought to be very helpful to us in making our work interesting to them.

### ACTIVITY.

How may I turn this to account in my teaching?

Simply by keeping the little ones working, but not always using either the same mental faculties or the same physical organs. Change of work does not tire, but monotony causes time to drag heavily, and the little ones, whose teacher has forgotten them, with their weary, dull faces, recall the story of the little boy who, when asked by a gentleman what he went to school for, answered, "To wait for four o'clock, sir." How many have done the same? And no wonder, with the old cumbersome methods which were employed. The singing monotone of the voices, in some repetition which almost seems as if it would go on forever, keeping time with the slow, sleepy march of the mind. But all this is over (*all* did I say? Well, let it pass) for we, whose privilege it is to know what is better, will surely follow a brighter, sunnier path.

We should change our lessons in the junior classes on an average about every twenty-five minutes. In the baby classes, every fifteen minutes. In these lessons the work should be divided into two great classes, according as that work consists of, first, thought processes; second, work processes.

Do not attempt to keep the mind on the stretch too long but relieve it by giving the hand something to do, such as slate work. We do not advocate much oral work, as there is loss of time in it. Of course, as a source of variety and as a spur to the slow pupils, it may be used occasionally to advantage. But, as one educator has put it, a definition from the ends of the fingers is ten times as valuable as one from the end of the tongue.

Then, follow a lesson employing the mind and hand by one which will engage some other part of the body. Here we use our good calisthenic exercises, especially those which will strengthen the chest and the extremities. We must call the blood away from the brain. A man is not made up of head alone, but of head and body, and the healthy action of the former depends upon the healthy state of the latter. Whose mind moves the child's hands? Certainly none other than his own. These forty or fifty minds, being under the direction of the teacher, act at her signal, but, nevertheless, act individually.

Then, give change again. Perhaps, as good as any would be a music lesson, or a voice lesson. And how much may be done to improve the manners in this lesson. How proud the boys and girls felt after we had a friend come into the room who merely wished them "Good afternoon," but who, before leaving, said to the teacher, "the color-tone of the voices of the boys and girls pleases me very much." Just four words were spoken by the pupils, but how gratifying to them to know that the effort which was made was worthy of commendation.

#### VARIETY.

The world might have been made without so much beauty, without so much coloring. But ah! what fine feelings, what delicate, delightful impressions would have been lost. Let us be thankful that it was not created thus. Then do not be afraid of having too much variety. Change your physical exercises, and have marching, serpentine marching, counter-marching, "fours," "twos," and so on. And do not forget the music. If you have not a piano, or a mouth organ, then have singing, and sometimes whistling by the boys, while the girls sing in tune to "la."

"What," says some one, "whistling! O, I'd be afraid." Well, just try it, and if you are the right kind of a teacher, you will be charmed with the effect. Then let me suggest that *you* walk in with the straightest soldiers, and make them feel as if there is nothing else in the world just then but marching, and that it is to be done as well as possible.

Now, about variety in our room decoration. Let me suggest to you what I think is an excellent plan for the "Honor Roll." Of course, in our room we all try to "shine." We have a number of stars cut out of yellow pasteboard. We merely say that everyone who can may bring a pair of scissors on Friday afternoon. And oh, the help we receive. Participation increases interest. Then we have these stars pasted on the black-board, the largest and brightest star at the top. And on one side of the star is written in yellow chalk on the black-board the name of the best girl, and on the other side the name of the best boy, and so on down, taking the names of the good pupils in the class. "Our Stars" have bright faces when we produce this new kind of "Honor Roll."

Next, let me give a hint or two with reference to variety in our reading lessons. Well, first of all, we do not intend to have nearly as much oral reading, as we have had in the past. The most progressive Canadian and American educationists believe that the little ones have been asked to read aloud too soon; and have questioned the utility of oral reading, *i. e.*, to the extent to which it has been employed. When we consider, we find that very little oral reading is done in after life. The authorized readers we are going to use principally for silent reading. If used orally, we shall try not to have a single lesson repeated. Our sight reading will be furnished chiefly from our supplementary stock, which we get from the old readers, now obtainable for a nominal sum, (we merely suggested to our pupils the advisability of having some of these books, and they were forthcoming), also, from old magazines, Sunday-school lesson papers, old story books and journals. These furnish plenty of reading material. The stories which we cut out are pasted on business cards having blank backs. The blank side we may use for gymnastic word-recognition on the lesson pasted on the slip; the teacher having written on the back four or eight words which may serve as helps in drill before the sight reading is begun. The poetical selections in the readers may very suitably be adapted to familiar tunes, and thus become more interesting.

Coming from institutions where they have been studying edu-

cational theories, and practising them somewhat, young teachers very often forget to come down to the level of the little ones, and so soar away over their heads. I am reminded just here of a young model student who said to one of the first classes she started to teach, "Describe a doll." The little girls, who, we know, were perfectly well acquainted with that article, gazed wonderingly at the young teacher who did not realize what was the matter until her companion suggested that probably the little pupils did not know the meaning of the word "describe." Let us remember to keep on the level of the little folks.—*Toronto Educa. Journal.*

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### THE "THOUGHT" METHOD OF TEACHING READING.

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BY EBEN H. DAVIS, SUPERINTENDENT OF SCHOOLS, CHELSEA, MASS.

The prime object of learning to read is to enable one to understand the thoughts which are represented in script and printed language, *at sight*, and to give intelligent oral expression to those thoughts. Various methods of teaching reading are practised among teachers, who, when especially interested, are generally successful.

During the first years of school, reading is the all-important subject to be considered and should claim by far the greater part of the school hours, for no satisfactory results can be obtained in other branches until the pupil is skilled in the art of reading. This is the special work of the primary grade, and pupils should be so taught as to be able to read easily, at sight, the easier English classics in five years. As taught in most schools results are not as satisfactory as they should be, even though there is special training every day in the elementary schools throughout eight or nine years. True, it is a period where all progress is necessarily slow, and the amount of information to be gained comparatively small, for the reason that the child is learning how to use his faculties, but reading is one of the easiest branches to teach when common-sense principles are applied.

The first aim should be to lead the child to attend to the *thought* of what he is to read, rather than the words by which it is represented. It is impossible to do this by the alphabet process or by any other which does not introduce him to the full sentence on the outset. He can express his own thoughts, and with correct and pleasing utterance, long before he goes to school and before he

knows how to read. He even has an extensive vocabulary before his introduction to the printed page. In fact, the average child at five years of age knows how to use several hundred words, or understand their meaning as he hears others use them. He picks up his vocabulary from observation, just as he acquires a great deal of other useful knowledge without special instruction. He thus acquires a knowledge of sound, as shown in his conversation, and if we would bend our energies to supplying those links only which are necessary for his advancement, time could be saved. The teacher's business is to direct him, so that he can recognize thought with as little loss of time as possible. The words and letters will take care of themselves. The thought method of teaching reading is certainly a natural one, for the child gains knowledge by first examining things as wholes, then making the analysis afterwards, as seen in the presentation of elementary science. This process leads to immediate and lasting results. It enables the pupil to express his first sentence, and every subsequent one, without hesitation, and as naturally as he talks. He will quickly discover, by his unaided observation, that the sentences are made up of words and the words of letters, and will acquire a knowledge of both, together with the real use of the alphabet, at a time when it will be most useful and effective.

The two faculties which enter into greatest activity in learning to read are sight and memory. The best process will seek to make these conditions most favorable for the proper exercise of these faculties. The eye should be so trained that the mind will recognize thought (and words as well) *instantly and at a mere glance*. There is no better cultivation of the voice and of expression than that which may be produced in giving utterance to thought. We may observe this in the natural expressions of little children when engaged in earnest conversation, which is often more eloquent than we may hear after a certain drill in the art of elocution. All instruction in reading should make it impossible for the child to attempt to read before he has the thought well lodged in mind. Unless this habit is established at the outset, it will take a long time to acquire that fluency in reading which will enable his mind to grasp the sense in advance of utterance and control it, in sight reading. The aim should be to make good sight readers, for no great progress is being made when a selection must be read several times before it can be rendered fluently and intelligently.

Not every teacher has the adaptation for teaching little children to read. It requires some knowledge of psychology (the more the better), a familiarity with child life, and sympathy with, and love for children, so as to take advantage of their different moods and bring out the best powers that are in them. Children are active, restless, impatient of too severe restraint upon their natural impulses, and require an active mind, fruitful in resources, to direct them. Whatever they are required to do should be done with energy. "Do with all the might," is a safe rule to apply. Let the strain be sharp when in recitation, but of short duration. There is no danger to health or nerves in this process, but there is danger in an opposite treatment, lest the child should not be roused to the full measure of his powers.

The thought method enables us to maintain all the naturalness of childhood, which is nowhere more interestingly displayed than in the early attempts at reading. This is in great contrast to the first stage of learning to read in some schools—*N. Y. School Journal*.

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### LEAD THE CHILDREN TO THINK.

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BY SUPT. M. A. CASSIDY, LEXINGTON, KY.

Recently a Third Reader teacher said to me: "My pupils have a perfect understanding of addition, subtraction, multiplication, and division, but I can't teach them to solve a problem combining two of these rules, let alone all four of them."

"What effort have you made?" I asked.

"Well, I have worked them over and over for the children. I have kept them in and made them study, and I don't know what to do next."

"Have you taught the children *how* to study?" I asked.

"I have told them to study."

"Let's try showing them *how* to study," I suggested. Then I put this problem on the board:

"John Jones sold 5,625 bushels of wheat at \$2 a bushel, and received in payment 132 acres of land at \$50 an acre, 45 head of horses at \$65 a head, and 5 town lots at \$125 each; with the money he received he bought sheep at \$3 each; how many sheep did he get?" "They will never do that for it's twice as difficult as any they have ever failed on," said my teacher. "Now, children," I said, "here is an example that I want you to work for me at your seats. But first I want to tell you that it is bristling with question

marks. The first thing we must do is to find the question marks. Let's read it over carefully, and then we will go hunting for question marks. In a few moments I was greeted with a score of up-lifted hands.

"Well, John, give the first question you find, and I will write here on the board."

*John.* "What did Mr. Jones get for his wheat?"

*Mary.* "What did he pay for the land?"

*Sarah.* "What did he pay for the horses?"

*William.* "What did he pay for the lots?"

*Susan.* "What sum of money did he pay for the land, horses and lots?"

*Martha.* "How much did he get in money?"

*Samuel.* "How many sheep did he get for the money he received?"

"Very good, children. We have found that there were seven question marks hidden in this example, and here we have seven questions. Now I think we can answer all those questions in fifteen minutes."

Before the fifteen minutes had passed, several hands were up, and at the end of that time nineteen of the thirty-five had done the work neatly and correctly, and the failure of a majority of the others was due to mistakes in multiplication and division. The teacher was apt and willing, and, after a week's drill in this way, she informed me that they could not only solve any ordinary example combining four fundamentals, but that they had learned to look out for question marks in their other lessons, and also in the actions of themselves and their associates.

Teachers—I mean teachers, not shoemakers, are more and more agreed that good work in the school-room does not consist in cramming the child with facts, but in teaching him how to think.—*N. Y. School Journal.*

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## NOTES AND QUERIES.

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Free text-books in Toronto! This is probably the first experiment of the kind in Canada. The *Toronto Educational Journal* hits the mark when it says, "Free books and other school implements are the logical completion of the free school system. It would be difficult, we think, to quote any valid argument for the latter, which does not apply with equal force in favor of the former. There is,

too, the important consideration of the great saving of time (and temper) to both teacher and pupil, which result from always having the book or other educational implement ready for use as soon as wanted."

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President Daniel C. Gilman, of Johns Hopkins University, names five intellectual powers which the liberally-educated man should possess: 1. Concentration, ability to hold the mind exclusively and persistently to the subject under attention. 2. Distribution, or power to arrange and classify the knowledge acquired. 3. Retention. 4. Expression. 5. The power of judging, or of making "sharp discrimination between that which is true and that which is false, that which is good and that which is bad, that which is temporary and that which is perpetual, that which is essential and that which is accidental."

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Superintendent Seaver says it costs the city of Boston less for school books under the free text-book system than it did formerly to supply books to indigent scholars only.

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QUERIES.

311. When and by whom was the rotundity of the earth first suggested? W. D. S.

312. Does the expression "a pair of twins" imply two persons or four? J. A. B.

313. If two cannon balls, weighing respectively 50 lbs. and 200 lbs., were dropped from a height at the same instant, which would soonest reach the earth? J. A. B.

314. Should a teacher stand or sit while conducting a recitation? B. L.

315. What is the origin and meaning of "The eternal fitness of things?" R. H. D.

316. What is the highest latitude on the earth known to be inhabited by human beings? W. D. S.

317. Is there any such thing as a natural order of words in the English sentence? If so, what and why? W. D. S.

318. Friend of mine, why so sad? Dispose of "mine" and give reasons. J. A. C.

319. I was chosen *secretary*. I was taught *grammar*. Dispose of words in italics. B. F. B.

320. How many acres in a square tract of land containing as many acres as the number of boards in the fence inclosing it, the boards being 11 ft. long and the fence 4 boards high? R. V.



## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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In Carlyle's "Frederick the Great" occurs, seemingly by accident, this morsel of pedagogy: "Frederick William did not set up for a Pestalozzi, but as a schoolmaster I much prefer him to many we have in our day; for he had learned in his dumb way that education is not a thing of vocables, but a thing of earnest facts, of capabilities developed, habits established and tendencies repressed."

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In a report of the Henry County institute we find Prof. Loomis, of Baldwin University, quoted to this effect: "The one great requisite of a successful school is a teacher of strong moral personality. Such a teacher can mold as she will, and a child under her tuition will think certain thoughts and be stirred by certain emotions, and as a result he is never again what he was before." True, and the pity is that boards of examiners and school committees are slow to estimate and recognize the true worth of such teachers. Self assertion and persistence count for more in a majority of cases than true moral worth. But, after all, the consciousness of high moral power and the satisfaction of knowing that one's work is well done are a higher reward than popular favor or even a full purse.

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The preparations for Ohio's educational exhibit at the Columbian Exposition next summer go on apace. Commissioner Corson has issued a circular of information and directions, which is designed to reach all the teachers of the State. The plan outlined involves the holding of an exhibit at each county seat, not later than Feb. 1, 1893, under the management of the institute committee and two other persons selected by the superintendents and principals of the various schools of the county. Twenty percent of the county exhibit is to be selected by the committee in charge, from which the State exhibit at Chicago will be made up. Committees, superintendents, principals and teachers will all have their hands pretty full this year, but we hope each will do his part toward putting Ohio well to the front, her accustomed place.

Columbus Day, October 21, will be observed in the schools throughout the land, and the hum of preparation is in the air. Commissioner Corson has issued a circular containing the proclamations of President Harrison and Governor McKinley, together with suggestions as to the day's observance, including topics for essays and orations, selections, patriotic songs, etc. These circulars have been sent to the chairman of the institute committee in each county, in sufficient quantity to supply each teacher. Committees should be prompt in distributing, as the time is short.

The National Official Program may be obtained by addressing Francis Bellamy, *Youth's Companion*, Boston, Mass.

A flag should float from every school house in Ohio, and glad songs of patriotism ring out.

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### CALLED HOME.

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We are again called upon to chronicle death's doings in our ranks. Just as the work of another year was starting, two prominent workers were called away.

SUPT. W. H. LILLY, of Van Wert, died Tuesday morning, Sept. 6, of typhoid pneumonia. Mr. Lilly resigned the pastorate of a Lutheran church at Van Wert in 1890, to accept the superintendency of schools at the same place. He had recently been re-elected for a term of two years, and expected to enter upon the duties of his new term on Monday, Sept. 12. He leaves a wife and three sons.

SUPT. SAMUEL MAJOR, of Hillsboro, died Sept. 8, of typhoid fever. Mr. Major served as superintendent of the Hillsboro schools since 1887, having previously served as principal of the Chillicothe High School and superintendent of schools at Greenfield and at Lancaster. His remains were interred at Greenfield.

Two good men have thus been called away in the prime of life and in the midst of activity and usefulness. We hope to receive for publication some account of the life and labors of each.

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### TRADES FOR WORKINGMEN'S SONS.

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A writer in the *New England Magazine* says some plain things about what he calls the "cant" so current of late about trades for the children of the masses. After denying that there is any such thing as the masses, he affirms that each boy, no matter how his father earns a living, would have to be tested as to his particular instincts and capabilities before any sort of judgment could be formed as to what particular trade or occupation would be best for him and for the community in which he may live.

"Why," the writer asks, "do I fit my boy for college, if I can, with a view to the law, or medicine, or a professorship; or failing in this, get him into a store or an office, instead of apprenticing him to a plumber, or a boilermaker, or a job printer? For several of the strongest reasons

that can move a rational man who loves his children. One is, that he would stand a good chance of going to ruin before his trade was learned. He would very likely be for years the daily companion of workmen often foul-mouthed and profane, and not seldom drunken; if he is a pliant and impressible lad, he might easily, I say, be ruined as a man by the time he was proficient as a workman, and he would never in his life shake off all the effects of the filth through which he had been dragged. . . . Does any one dare to say that society is bettered by increase of ignorance, narrowness, coarseness, and blunt senses, or of souls torn by hopeless ambition—that the very aim and end of progress is not to lessen the proportion of these in the world? Of course, no one does say so in terms, but those who would shut away the children of hand-workers from higher fields mean that or mean nothing.”

The writer makes a point when he says: “You cannot make a first-rate man out of a third-rate boy by teaching him the use of a plane or a soldering-iron, instead of a pen or a tourniquet. No more ridiculous whimsy was ever invented than the very common one that all the lawyers and doctors without business, and all the shabby clerks keeping books for retailers at four hundred dollars a year, would have been first-rate coopers or gunsmiths, fat and happy. Most of them would have been struggling, anxious, worn-out, third-rate laborers, looking wistfully for a little lightening up of the iron pressure always upon them.”

It is the glory of our free school system that it gives every child some chance to develop the best that is in him; and, thank God, there are in this country no fetters of caste or even of custom to bind him, nor any to take from him his birth-right to grow and to exercise his powers in the field of his own choosing.

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There are many things suggestive to teachers in Edward Everett Hale's “New England Boyhood” papers which began to appear in the August number of the *Atlantic Monthly*. Mr. Hale does not speak in very complimentary terms of the Boston schools he attended in his boyhood. School was always a bore to him. He looked upon it as a necessary nuisance, and he now thinks all his teachers viewed it in the same light. Concerning the teachers of that day, he says: “The masters, so far as I know, were all inferior men; there was constant talk of ‘hiding’ and ‘cowhides’ and ‘ferules’ and ‘thrashing,’ and I should say, indeed, that the only recollections of my contemporaries about these school days were of one constant low conflict with men of a very low type.”

This reminds us of a statement made in our hearing at an Ohio institute the past summer, by a Boston man who has been for some time an observer of Ohio schools, to the effect that a better spirit, a higher moral tone, and a kindlier discipline prevail in the schools of Ohio than in those of Boston at the present day. We know and do testify that the schools of Ohio have made great gain in these particulars in the last twenty-five years.

One can better appreciate Mr. Hale's dislike for school when it is remembered that he started to school at the age of two years, and that

his home surroundings and experiences were in striking contrast with those at school. He says that the hands were strong which directed the gay team at home, but the touch was velvet. The genius of both father and mother "came out in the skill which made home the happiest place of all, so that we simply hated any engagement which took us elsewhere, unless we were in the open air."

Happy children in such a home, and blessed parents who have the wisdom and skill to make such a home! And oh for more teachers with strong hands and the velvet touch!

We are sure our readers would find both entertainment and profit in "A New England Boyhood."

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### "THE OTHER SIDE."

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An article with the above title appeared in the last issue of the MONTHLY, in which the writer takes ground against the Workman law enacted last winter. He states broadly his belief that the operation of the law will prove detrimental to the rural schools of Ohio, the first and chief reason given for this belief being the "leveling down" tendency which the writer fears in the matter of teachers' wages. This would be an objection of some weight, if it could be shown that such would be the effect of the operation of the law, though there might be advantages which would outweigh this objection.

It is possible for instances of this "leveling down" process to occur, but we believe the prevailing tendency would be in the opposite direction. We can not doubt that the tendency of the new law will be in the direction of better organization and management of the schools, longer terms, more permanent employment for teachers, better teaching, a more enlightened and more liberal educational sentiment among the people, a higher appreciation of the best teachers, and necessarily better remuneration.

Fortunately, we are not left to conjecture in this matter. The cities and towns of Ohio have made the experiment, and the result is in large measure that indicated above. Prior to the adoption of the "Union School System" in Ohio, the condition of the town and city schools was not very unlike the present condition of the country schools. There was something of the same want of organization and unity of effort, and supervision was almost unknown. But as soon as the schools of a town were united under one management, making supervision possible, the schools began to improve, and from that time to the present the progress of the schools and the growth of educational sentiment have been almost phenomenal. It is scarcely necessary to call attention to the fact that the teachers in these schools have not been losers by these changes; nor does it seem necessary to add that the best teachers will never be losers by improvements in the school system nor by an advance in educational sentiment.

The Workman law proposes to apply the "Union School" idea to the rural schools as fast and as far as may seem practicable. It proposes to unite all the schools of a township under one management, making

supervision possible and practicable, but leaving to the people of each township the option of adopting whatever kind and measure of supervision may seem to them desirable.

Some opposition to the law has arisen out of the supposed necessity of employing a superintendent in each township for full time at full salary. The law does not require anything of this kind. It provides the way and grants the privilege to those who desire it. Supervision of a good deal of value, under this law, will be within the reach of every township in the State at very small cost. The schools of the smaller towns are supervised by the principal teacher, who devotes the greater part (all in some cases) of school time to the work of teaching. In like manner, the township board may employ a principal teacher to have charge of one of the schools (the township high school, should there be one), and with authority to map out the work for all the schools of the township, to call the teachers together on Saturday for conference and counsel, and to act as the executive officer and advisor of the board in all matters pertaining to the management and instruction of the schools. Supervision might be secured in this way at very small cost, which would be of great value to the schools.

Mr. May, the writer of the article, seems to labor under the mistaken impression that each member of the township board is to be the dictator in his own sub-district. This is not the intent of the law. No individual member of a board of education as such has any authority. He can act only in conjunction with his fellow-members, unless specially appointed to some duty by the board. The board must appoint all the teachers, and it is to be supposed that men under their oaths of office will usually act in the best interests of the schools as a whole.

We are glad that Mr. May takes such strong ground in favor of township supervision and township high schools. He and the MONTHLY stand together there. But we are surprised at his statements that these have been delayed by the passage of the Workman law, and that the educators of the State should have used their influence to secure township supervision, leaving the sub-directors intact. So far as legislation is concerned, we had both township supervision and township high schools before the enactment of the Workman law, and we shall still have them after the new law takes effect next spring. But the blessed thing about the Workman law is that by the abolition of the sub-directors it will remove the chief obstacle to the efficient carrying out of both these measures. There certainly can be no efficient and satisfactory supervision of the schools of a township while there is in each sub-district a board of local directors to inter-meddle and thwart the plans of the township board and of any supervisor the board may appoint.

We suppose Mr. May's allusion to "the college professor or the city superintendent with a fat salary" is designed as a gentle intimation that the college professor and the city superintendent know nothing about country schools and would better desist from meddling. This is not the first suggestion of this kind we have seen or heard, and perhaps it is not an unnatural one; but we think it is based on a false assumption.

College professors and city superintendents do know a great deal about country schools. There are probably few of either class in Ohio who have not been in them either as pupils or as teachers. The writer of this editorial had most of his common school training in country schools and taught in them for several years, in two states. It is because the educators of our State do know about the country schools, that they take so much interest in them and make so much effort to secure their advancement.

We have only this further thought to add at this time: The most thoughtful and devoted school men of our State have labored long to secure the adoption of some such measure as the Workman law, believing it would promote the interests of the schools and advance the cause of popular education. The Legislature adopted the measure last winter by a vote which was practically unanimous. Now let us stand together in support of the new law and see that it has a fair trial.

After the foregoing was in type, an article on the same subject was received from Mr. Donham, which appears elsewhere in this issue. His large experience in country schools, and especially in the supervision of township schools, gives weight to his opinions.

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## THE COUNTY INSTITUTES.

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### OFFICE OF THE STATE COMMISSIONER OF COMMON SCHOOLS.

After having visited thirty-three counties, I am impressed, more than ever before, with the great importance of the County Institute as a factor in our educational system. A majority of these institutes were well attended, and the interest manifested was such as to insure good results. A few thoughts growing out of these visits, may be of interest to the readers of the MONTHLY. The idea contained in the oft repeated statement—"As is the teacher, so is the school"—may be applied to the institute by saying as is the executive committee, so is the institute. I have observed that when the members of that committee are thoroughly alive to their duties and their responsibilities, the institute is almost certain to be a success. Such committees always employ their instructors at an early date, thoroughly organize their county, and call to their aid all the influences that may be brought to bear on the successful prosecution of their work.

The county examiners, also, have a great influence in determining the success or failure of the institute. Their co-operation is generally considered by the teachers as a sufficient indication that they look upon the work as important, and, as a result, the teachers themselves are ready to follow their example, and attend the meetings. The interest manifested by the county examiners in the educational affairs of their counties is always a true index to the interest taken by the teachers of the county in their work.

As a rule, the best institutes are found in those counties in which meetings are held at different times throughout the year, and it is encouraging to note that in a majority of counties such organizations as

Teachers' Associations exist. In these associations the best teachers of the different counties are always found taking an active part. The whole State seems to be intensely interested in the recent school legislation—especially the Workman and Boxwell laws; and, in several counties, not only the teachers, but also, the directors, and patrons, joined heartily in the discussion of these important educational measures. All this must result in good to the schools. In my judgment, this feature of "Directors' Day," is a very important one, and should be adopted in all the counties of the State. It will take time and hard work on the part of the committee to make it a success, but anything that tends to bring about a closer sympathy and better understanding between teachers and directors should receive recognition and encouragement.

While there are many classes of teachers who attend the institutes, they may be divided into two general classes: (1) Those who have had little or no experience, and who desire information and direction regarding the details of the work. (2) Those who have had several years' experience and who attend the institute largely as a matter of duty, desiring to set the proper example before the younger teachers of the county. This being true, it might be well to provide two general classes of work adapted to these two general classes of teachers. In order to reach the first class, there must be something of repetition every year. Young teachers should have the benefit of the experience of those who have been over the ground, and are thus prepared to give information regarding the best methods of teaching the different subjects and of treating the many difficulties that arise in school management. To provide for the second class there might be a course of instruction outlined, extending through a series of years and having in view some definite object. Such a course would be beneficial to all of the teachers. For example, a course in Literature could be mapped out a year or more in advance, covering certain definite ground and the teachers of the county be advised to direct their reading in accordance with its provisions. The instructor would of course be employed with this end in view, and could do much better work with his hearers prepared for his lectures, and thus in full sympathy with him in what he might have to say. The work of the Teachers' Reading Circle might be taken up in this manner. Many ways of carrying out the idea will suggest themselves.

O. T. CORSON, *Commissioner.*

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## ONE DAY IN A TEACHER'S NOTE-BOOK.

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Dialogue before the opening of morning session of school:—

*Pupil*:—I think if I only knew, Miss S., what questions you were going to ask, I could prepare my lesson better for recitation.

*Miss S.*:—Would you have any better knowledge of the subject?

*Pupil*:—No, but I'd show off better.

After-thought of teacher:—How many of our pupils have as their predominant thought the preparing for a recitation rather than the

stirring up of thought or the getting knowledge of a subject? Ought teachers in the high school to make a practice of furnishing their pupils with questions by which to study lessons? Ought not the training constantly to be towards that kind of study which is thoughtful reading? Is it not better for the pupil's development that he form the habit of self-questioning? "Do I understand this?" "Can I illustrate that?" "Is this other true?" ought to be his daily, hourly self-questions. Opening exercises consisted of brief extracts from the newspapers concerning Whittier, read by the pupils. They were read with some intelligence, but not in a manner which indicated that our Quaker poet was well-known and well-beloved.

Query:—Ought not pupils after having been twelve years in our public schools to have more than a bowing acquaintance with one of our own poets, at least with one whose life-work has been so closely connected with the greatest reforms in the history of our country?

In arithmetic class one of the young ladies placed on board the following:—

$$\begin{array}{r} 800 \text{ hills} \\ 22 \text{ rows} \\ \hline 1600 \\ 1600 \\ \hline 17600 \text{ hills} \end{array}$$

Nearly all the other members of the class noticed the mistake of multiplying *hills* by *rows*, but not one spoke of the unnecessarily long way of multiplication. Ought not all contractions of arithmetical operations which can be understood to be taught, and then should we not see that our pupils practice them? Is there not a great deal of teaching in our public schools which has a tendency to make pupils believe that the longest way of doing a thing is always the best way? Is not economy of time as valuable as any other kind of economy?

Another young lady found the expenses for a year by multiplying the expenses of a day by 360. When a member of the class, in order to call her attention to the error, said "Why did you multiply by 360?" she replied very calmly "Because in arithmetical operations we are to allow 360 days to the year." I inquired "What particular fast days did this family observe?" This young lady had not been thinking, and her teachers were responsible so far only as they had neglected any opportunities to make her think. But the next thing that startled me was plainly the result of teaching in the pupil's earlier days. No pupil left to herself would originate anything so wholly unnecessary. In the course of a problem the pupil wished to find the difference in longitude between two places. The longitude of one was  $84^{\circ} 12'$ ; and of the other  $52^{\circ}, 44', 12''$ . As it appeared on the board:—

$$\begin{array}{r} 71 \\ 84^{\circ} 11' 60'' \\ 52^{\circ} 44' 12'' \\ \hline \end{array}$$

The amount of intellectual weakness that is produced by getting pupils to rely so little on the powers that the mind has, seems to me something that teachers will have to answer for. This is on a par with



the way of teaching subtraction that some teachers in city schools are now using.

$$\begin{array}{r} 1\ 2\ 3\ 4 \\ \underline{\phantom{0}6\ 7\ 8} \end{array}$$

Will some teacher who uses this method be kind enough to read the minuend in the preceding problem? Will some principal in whose building it has been used, tell me how he defends its use if he knows of it; and if he does not know of its use, will he tell me why he is not acquainted with the methods of teaching followed in the building over which he has charge? If the pupils in our city schools are taught always to walk by the aid of crutches, I shall feel like saying "Blessed are the country schools where the teachers do not have time to make the crutches!"

In the psychology class, I noticed early in the recitation time a worried look that indicated thought of self rather than of subject, a desire to win approval mingled with a doubt as to success. My own object then became to make the subject under discussion so interesting, so engrossing, that it would drive out thoughts of all else; and then to give so simple and direct a question to my troubled pupil that she could not fail to answer it, and then the happy assurance of having been able to do something would leave her free from troubled care to fasten her mind solely on our work. In my years of experience in high school work, I have had a great deal to contend with in this consciousness of self that marks so many of those who have been considered the best pupils in the graded schools. It is seriously detrimental to the highest degree of attention.

While teaching the same class, I had occasion to express my surprise that something to which I thought I had led the class skilfully the day before, had been forgotten, when one of the young ladies said "I *did* understand it yesterday. I don't know what is the matter with me; I understand when I think a thing out with you, but I forget it afterwards." I then had the members of the class mention the aids to memory as given by Alden:—"Attention, clear apprehension, natural and orderly arrangement, repetition, relying on the memory, and emotion,"—and then determine where their failure had been made. Every one that gave an answer mentioned either failure in relying on the memory or in repetition. It was evident that the pupils meant that they had not formed the habit of depending upon themselves to remember what they hear, and had not gone over it in thought with that purpose in view.

A thing that caused me surprise was to see my young ladies sit with the sun shining upon them in a way evidently annoying them, waiting for me to close the window shades. This may have proceeded from a bashfulness due to the fact that they had been in my care only a few days; that the heart was all right, was indicated by their offering after school hours to clean the blackboard and fill the inkwells. But at any rate the thought that came to me was that as our pupils grow older they should be taught to take much of the care of themselves upon themselves; that they should learn to change to another seat whenever

their own is not comfortable, without interrupting class or teacher to ask permission; and that when it is impossible to change seats, they can close shutters, windows, or doors, understanding that if such action interferes with the general welfare of the school, the teacher will speak of it and suggest what can be done for the individual pupil. Do our teachers think of the great importance of cultivating self-reliance in the general management of their schools?

I think two more of my pupils felt to-day that everything going on was for them. I shall never be content until I feel that every pupil in my class feels addressed in every question that I ask, called upon to think by everything that I or their classmates shall say. Each one must be in everything. This is possible where the class is not too large. May the day come when it will be looked upon as a crime to have a class so large that the *individual* will not be known, made to think, led to feel!

MARGARET W. SUTHERLAND.

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## PHYSICAL CULTURE.

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CITY PUBLIC SCHOOLS,  
FINDLAY, OHIO, September 23, 1892.

DEAR DR. FINDLEY: I thought that a few words in relation to Physical Culture and Calisthenics, and Commissioner Corson's decision, might be of interest to your many readers.

Mrs. Bertha Morris Smith has just closed ten days' instruction in physical culture to our teachers and schools.

Mrs. Smith has been superintendent of the department of physical education in New York State, and is thorough and practical in her work. My corps of 80 teachers join in the statement that Mrs. Smith is an artist of a high order in her profession. The question naturally arose, 'Must teachers be examined in this branch of our common school curriculum.' The query was addressed to our Commissioner O. T. Corson, whose reply is as follows:

COLUMBUS, OHIO, September 20, 1892.

Dear Sir: Teachers in cities of the first and second class who are expected and required to teach "Physical Culture" under the law, must be examined and pass in that branch or subject. It is made by the law one of the regular branches to be taught, the same as grammar, arithmetic, or any other branch, and the teacher's certificate must cover it the same as the others.

Yours truly,

O. T. CORSON, Commissioner.

In compliance with this decision our teachers will be examined in this branch to-morrow, Sept. 24.

Mrs. Smith can be secured to give instruction on this subject through Mrs. Frances W. Leiter, of Mansfield, Ohio, State Superintendent of the Department of Physical Education.

Very respectfully,

J. W. ZELLER.

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## EDUCATIONAL INTELLIGENCE.

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—The Marion High School starts with 107 pupils, the largest number in its history. The enrollment in all the schools is 1416. The high school graduates are required to spend a year in the study of pedagogy and in observation in the schools before being employed as teachers.

—Painesville High School starts this year with 144 pupils, being twenty percent of the entire enrollment.

—Buchtel College has an increased number of students this year. The normal department starts auspiciously.

—Local institutes are to be held throughout Mahoning county this year, beginning about Nov. 1. Canfield will observe Columbus Day.

—North Dakota has a revenue for school purposes from all sources, including rental from school lands and interest on proceeds of sale of school lands, amounting to about \$7.70 for each child over six and under twenty years of age. This young state has made wise provision for the education of its youth.

—Middleburg township, Cuyahoga county, is moving. The Board of Education has determined that the schools shall be organized and supervised. To this end Prof. E. S. Loomis, of Baldwin University, has been elected superintendent, with instructions to prepare a course of study, visit each school at least twice in the year, and hold a monthly meeting of all the teachers. Next.

—The teachers of Preble county are up and doing. At their meeting on Saturday, Sept. 17, such live topics as these were under discussion: "Columbus Day Celebration," "Flags on the Schoolhouses," "Report of Committee on World's Fair Exhibit," "Report of Committee on Boxwell Law." The last-named committee consists of the county examiners.

—The Noble county teachers' institute, in session from August 1 to 13, 1892, was one of the most successful ever held in the county. Arthur Powell, of Marion, and H. B. Williams, of Kenton, were instructors. Officers for next year: *Pres.*, W. H. Smith, McCleary; *Sec.*, Alice Belford, Belle Valley; *Ex. Com.*, Bell Archer, Berne, C. M. Young, Caldwell, and the Secretary. F. B. W.

—The new building for the Marietta Township High School was formally dedicated Sept. 15. Addresses were made by the President of the Board of Education, by State Commissioner O. T. Corson, and by Prof. M. R. Andrews, Supt. W. W. Boyd, and Prin. H. E. Smith. The good work grows apace. The day is not very remote when a township without a high school will be found only in the darker corners of Ohio.

—The Auglaize county institute, held at Wapakoneta, closed a two weeks' session August 19th. The instructors were J. J. Burns, of Canton, J. W. Zeller, of Findlay, and A. J. Gantvort, of Piqua, instructor in music. Also local instructors, C. W. Williamson, and H. P. Horton, of Wapakoneta, J. D. Simkins, and D. S. Bricker, of St. Marys, and E. J. Dawson, of Waynesfield. Commissioner O. T. Corson was present a half day and addressed the institute. Two evening lectures were delivered by J. J. Burns and J. W. Zeller. A committee appointed for the purpose prepared a course of study for the country schools, which was adopted. Measures were taken to prepare an exhibit for the World's Fair. The following officers were elected for the ensuing year: *Pres.*, J. W. Howe; *Vice Pres.*, Turah Shaw, Ed. Conradi, A. C. Bitler; *Treas.*, J. D. Simkins; *Sec.*, Ida G. Doute; *Ex. Com.*, C. W. Williamson, W. E. Kershner, Vernon Arnold. CARRIE REID, *Sec.*

—Two more educational journals have ceased to be: *The Primary School*, of New York, and *The Academy*, of Boston. Dr. Bacon gives as a reason for discontinuing *The Academy* the pressure of other duties. School journals may come and school journals may go, but the *Ohio Educational Monthly*, now the oldest educational journal in America, holds on its way without ever having missed an issue in the forty-one years of its existence, and its friends say it grows younger in spirit as it increases in years.

—The Knox county institute was held at Centerburg, with Supts. Treudley, of Youngstown, and Butler, of Defiance, as instructors. There was a large attendance and good interest. Officers were elected as follows: President, R. A. Knox, of Fredericktown; Vice President, Miss Arla Nicholls, of Bladensburg; Secretary, Miss Kate Benedict, of Mt. Vernon; Executive Committee, Lewis B. Houck, of Mt. Vernon, S. H. Maharry, of Centerburg, and S. J. Webb, of Danville. Next year's session will be held at Fredericktown.

—Supt. Greenslade, of Lima, and his corps of teachers (numbering about 70) devoted the first week of the present term to institute work. The week being included in term time, there was full and prompt attendance of the entire corps. The writer gave four lessons each day, the special teachers in the corps occupying the intervening time. Freedom and earnestness characterized the entire session. We shall always carry pleasant memories of the week spent with the Lima teachers. Our impression is that the example of Lima is worthy of imitation in other small cities.

—We had a good time at the Sandusky county institute, held at Fremont the week beginning August 29. The instructors, besides the writer, were Supt. J. W. Zeller and Mrs. Bertha Morris Smith, the latter being a specialist in physical culture. It seemed to us the best of the four or five institutes we have attended in Sandusky county. The attendance was large, and those in attendance were earnest, responsive and kind. Dr. Zeller and Mrs. Smith did good work. The attendance and active interest of Supt. Ross and many of the Fremont teachers contributed much to the success of the institute.

—The Granville (Licking Co.) *Times* makes this appreciative mention of the institute in that county: "The first Teachers' Institute of this county was organized on the 27th day of March, 1848, with J. F. Cowdery and Lorin Andrews as instructors. These pioneers in education did a great work for our schools. Their discussions of "Union Schools" created great interest and led to the organization of the present system of Union Schools in Newark.

We are glad to say that the standard of instruction has not been lowered this year. As worthy successors to these men we have Supt. E. S. Cox, of Chillicothe, and Dr. Emerson E. White, of Cincinnati, and it is safe to say that no more scholarly men could have been secured. The purpose of the institute is accomplished. The instruction is at once fundamental in education and inspiring in the highest degree. The feeling of satisfaction is universal among the teachers."

—The Scioto county institute held its annual session at Portsmouth, one week, beginning August 29. Supt. C. L. Van Cleve, of Troy, Supt. D. N. Cross, of Loveland, and Henry Grady, of Wheelersburg, were the instructors. The enrollment was 154. It is said by old teachers to have been one of the best institutes held in the county for years. All seem to be well satisfied with the instruction given. A pleasant part of the institute was the lecture given each evening, and the reception arranged by executive committee. Officers elected for the coming year: *Pres.*, S. B. Jones, Otway; *Sec.*, Sara J. Snodgrass, Portsmouth; *Treas.*, T. H. McCann, Portsmouth; *Ex. Com.*, Rosa Tracy, Dry Run, J. S. Thomas, Sciotoville, Louis E. Nourse, Wheelersburg. B. W. STROHL, *Sec.*

—WOOD COUNTY.—The teachers of our county are pleased over the appointment of J. H. Baker to succeed Dr. Whitehead on the county Board of Examiners. While the Doctor was a good examiner and leaves with a clear record, yet we are glad to see another active teacher on the board. Our Board is now composed *wholly* of teachers, *live*, energetic, progressive teachers,—the first time for these many, many years. This is as it should be, and I hope the time is near at hand when all the examiners in Ohio will be active teachers.

The Wood county teachers' institute closed a two weeks' session August 19, and it was the general verdict that it was one of the most profitable sessions ever held. The instructors were, Supts. Thomas, of Ashland, and Zeller, of Findlay, the first week; and Profs. Fess, of Ada, and Dyer, of Canton, the second week. REX.

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## PERSONAL.

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- R. L. Mathers is principal of the Warren High School.
- A. F. Waters is in charge of the schools at Higginsport.
- H. S. Latham succeeds E. M. Van Cleve at South Charleston.
- W. M. Webb is principal of the Sixth Ward School, Alliance, Ohio.
- J. M. Lane, of Carlisle, Warren county, is now located at Frankfort, Ross county.
- W. E. Fite has exchanged Wheelersburg for Bethel, to his financial advantage.
- F. J. Beck, the new superintendent at Napoleon, has made a very promising start.
- Miss Mary H. Curtis, of Monroe, Mich., has been called to a position in the Marion High School.
- W. D. Pepple is superintendent, and Miss Sallie R. Woodward is principal of the High School, at Delta.
- Supt. W. H. Mitchell, of Monroeville, presided over the Huron county Republican convention held August 27.
- H. E. Sampson, of Hancock county, has been called to the principalship of one of the schools at Martin's Ferry.

—J. A. Wilcox, superintendent of the Groveport schools, succeeds L. L. Pegg on the Franklin county Board of Examiners.

—W. V. Smith, for some time superintendent of schools at Caledonia, is now in charge of the schools of Genoa, Ottawa county.

—Jay D. Stay, superintendent of schools at Yankton, South Dakota, has received the appointment of assistant superintendent of the Cleveland schools.

—Prin. E. G. Smith has been connected with the Hillsboro High School for twenty-seven years, and has been a reader of the MONTHLY for nearly all that time.

—By appointment of Commissioner Corson, Supt. L. D. Bonebrake, of Mt. Vernon, succeeds Col. W. J. White on the State Board of Examiners. This is a good appointment.

—Miss Maggie A. Boggs, Rosemont, Mahoning county, is a graduate of the O. T. R. C., though her name, through some oversight, did not appear in the list at the proper time.

—W. D. Porterfield, of Warnock, Belmont county, has been elected superintendent of the schools of his own township and teacher of one of the schools. The leaven is working.

—Supt. M. L. Boyd, of Kinsman, says that the improvement manifest in his school is due in part to the inspiration and help derived from the MONTHLY. That is the way it works, and that is what we aim at.

—W. W. Donham, who was compelled to relinquish his school work on account of the failure of his voice, expects to spend the year in surveying and engineering. His friends will be glad to learn that his voice is improving.

—N. Coe Stewart, supervisor of musical instruction in the Cleveland schools, has issued an octavo leaflet containing *six songs*, harmonized in four parts, and a flag march, appropriate for Columbus Day, which can be had for 50 cents a dozen, by addressing him at 71 Jennings Avenue, Cleveland.

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## BOOKS.

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*Business Book-keeping.* A Manual of Modern Methods in Recording Business Transactions. High School Edition. Single and Double Entry. By George E. Gay. Published by Ginn & Co., Boston.

While primarily designed for the use of classes in school, this book is well suited to private study and practice. The plan is based on actual business transactions, the pupil being furnished with all necessary appliances for making the transactions which he is to record. Definitions and statements are concise and clear, and always followed by searching questions. The exercises for practice as well as the general plan bear the impress of the experienced teacher. The book is neat and attractive in form and excellent in mechanical execution.

*The Schoolmaster in Literature* is a handsome volume of 600 pages, from the press of the American Book Company. It contains selections

from such writers as Ascham, Fuller, Rousseau, Shenstone, Pestalozzi, Page, Hughes, Dickens, Irving and Eggleston, presenting the Schoolmaster as he has appeared in different ages and in varying moods. The introduction by Edward Eggleston is happily expressed and full of wisdom. The book is one the good schoolmaster will want in his library, for it will afford him uplifting and inspiration as well as hours of diversion and amusement. The price is \$1.40.

*The History of Modern Education.* An Account of the Course of Educational Opinion and Practice, from the Revival of Learning to the Present Decade. By Samuel G. Williams, Ph. D., Professor of the Science and Art of Teaching in Cornell University. Published by C. W. Bardeen, Syracuse, N. Y.

This book is the outgrowth of the author's lectures for several years in Cornell University. The wealth of material at his command has been skilfully utilized, and we have a concise yet perspicuous and readable narrative of the rise and progress of modern methods of instruction and the growth of educational systems. We think the author characterizes with just discrimination the educational movements of the nineteenth century, particularly in this country. There is some interest to our readers in the fact that the author, Dr. Williams, was for a number of years principal of the Cleveland Central High School.

Volume XXIII of the International Education Series is *Education from a National Standpoint*, by Alfred Fouillee, Translated and Edited, with a Preface, by W. J. Greenstreet, M. A., St. John's College, Cambridge, with a Preface by William T. Harris, A. M., LL. D., U. S. Commissioner of Education. Published by D. Appleton & Co., New York.

The author gives the key-note of this work when he says, "In my opinion, the final goal of education is to secure, not only the development of the race, but also that of our nationality, our native country." Since the fall of France in 1870, she has striven to build anew, with free schools and compulsory education as the corner-stone. This book is a plea for the predominance of the social and moral—for the humanities as the true and only liberal education.

*The Song Patriot*, a collection of National and other Songs for School and Home, contains the great patriotic songs of this and other countries, war songs, songs of peace, songs of sentiment, college songs, sacred songs, and songs of a future life. It is just the thing for Columbus Day, Arbor Day, Decoration Day, Teachers' Institutes, and for every-day school use. Compiled by C. W. Bardeen. For sale by Samuel Findley, Akron, Ohio. Single copy, 15 cents; 50 copies, \$6.00.

*The Bible and English Prose Style.* Selections and Comments. Edited with an Introduction by Albert S. Cook, Professor of the English Language and Literature in Yale University. Boston: D. C. Heath & Co.

The great influence of the English Bible on English literature is conceded. The Bible has been a principal agency in enriching and ennobling our language. In illustration are quoted such writers as Ruskin, Marsh, South, Stedman, Renan, and Matthew Arnold. The compiler of this little book has opened a very fruitful field.

Rebecca D. Rickoff's *Supplementary First Reader*, published by the American Book Company, is finely illustrated, combines written and printed forms, and is every way a charming book for the little people. It is suited to accompany or supplement the First Reader of any series.

*Lessons in Right Doing*, No. II, by Emma L. Ballou, Pd. M., is a handsome book of pretty stories and talks, designed to enforce duty and lead to right choice. The topics are wisely chosen and well treated. The book is a good one for home or school. Published by March Brothers, Lebanon, Ohio.

*Outlines of English Grammar*, with Continuous Selections for Practice. By Harriet Mathews, Teacher of English Grammar and Psychology in the State Normal School at Trenton, New Jersey. Published by D. C. Heath & Co., Boston.

Of making many grammars, there seems to be no end. Each new candidate for favor must have an excuse for being; hence diversity and confusion. A feature of the book before us is a studied avoidance of the technical terms most commonly used by grammarians. Another feature, and a commendable one, is the abundant material for analysis and parsing, consisting largely of extended extracts and complete productions.

*The Royal Wreath of Song and The Juvenile Wreath of Song*. By J. D. Luse, Columbus, Ohio. Published by the author.

These two books constitute a complete course of instruction and practice in music for public schools; the first is adapted to grammar and high schools, classes, conventions, institutes, etc., the second to grades below the high school. The author's long and successful experience as musical director in public schools is a guaranty of excellence and adaptation. We learn from many sources that these books are already widely used and with very satisfactory results.

*Studies in English Grammar: A Comprehensive Course for Grammar Schools, High Schools, and Academies*. Based upon Welsh's "Lessons in English Grammar." Edited by Supt. J. M. Greenwood, Kansas City. Published by Silver, Burdett & Co., Boston, New York, Chicago.

This book has many commendable features. Its statements and definitions are concise and exact. It is sufficiently full for an ordinary text-book. It presents the facts of good English without any seeming straining after novelties. It seems like a book that would stand the test of the class-room.

*Table Book and Test Problems in Mathematics*. By J. K. Ellwood, A. M., Principal of the Colfax School, Pittsburg, Pa. American Book Company, New York, Cincinnati, Chicago. Price \$1.00.

This book contains a mixture somewhat peculiar. Somewhat more than one-third is devoted to theorems, rules and formulas, and tables of logarithms, logarithmic sines, cosines, etc. Then follow about 400 test problems in arithmetic and algebra with solutions, many of them difficult and curious, designed to furnish stimulating exercise for students of more than average mathematical ability.



*The Beginner's American History*, by D. H. Montgomery, is, as its name implies, an introductory book, and is largely biographical, as such a book should be. It contains a concise, clear, and seemingly accurate, statement of the leading facts in the lives of the chief discoverers, explorers, founders and defenders of America. The stories are well told and finely illustrated. Published by Ginn & Co., Boston.

*The Sloyd System in Wood Working*, with a Brief Description of the Eva Bodhe Model Series and an Historical Sketch of the Growth of the Manual Training Idea. By B. B. Hoffman, A. B. American Book Company, New York, Cincinnati, Chicago.

The general interest in manual training will tend to make this a welcome book. The design of Sloyd is to beget manual dexterity, to aid in developing the mental faculties, to give clearer insight into the nature of things, and to give increased respect for bodily labor. The development and growth of the manual training idea are set forth and a series of models for practical work are given in this book. Price \$1.00.

*The Art of Poetry*. The Poetical Treatises of Horace, Vida, and Boileau, with the Translations by Howes, Pitt, and Soame. Edited, with Introduction and Notes, by Albert S. Cook, Professor of the English Language and Literature in Yale College. Ginn & Company, Boston.

The original of the treatise of each of the three authors is given, together with the English translation on the same page. The translations, illustrative comments, notes, and analytical summaries, are drawn from many sources. Manifestly, the compiler's work is well done. He has made these historic and important treatises accessible to a much larger class of readers, thereby promoting a wider and sounder knowledge of the poetic art.

*A Text-Book on Rhetoric*, Supplementing the Development of the Science with Exhaustive Practice in Composition. Adapted for Use in High Schools, Academies, and Lower Classes in Colleges. By Brainerd Kellogg, LL. D., one of the Author's of Reed and Kellogg's Grammar and Language Series. New York: Effingham Maynard & Co.

To do is not "as easy as to know what were good to do." Doing well what one may easily learn how to do is the important and difficult part. The mastery of the art of composition is a much more difficult and much more valuable attainment than a knowledge of the science of rhetoric. These facts are recognized in this new edition of a well known text-book. Large provision is made for practice in the art to accompany and follow a knowledge of the science.

*Vergil's Aeneid, Six Books*. Edited by William R. Harper, Ph. D., and Frank J. Miller, Ph. D., of Chicago University. American Book Co., New York, Cincinnati, and Chicago.

This book, like others recently edited under Prof. Harper's supervision, is arranged on the inductive plan, aiming to supply the student with material mostly suggestive and to furnish the incentive for personal investigation. The notes contain very little translation, but are devoted mostly to the explanation of mythological and historical allusions, and to helpful citations from other classic writers bearing on the sub-

ject under consideration. The Inductive Studies on syntax and prosody containing numerous quotations from the text of Vergil will be of great value to the student. The vocabulary has been carefully compiled and its chief excellence consists in the close adaptation of the meanings given to the translation of particular passages. The purpose of the editor, namely, to furnish stimulus for the study of the poet from a literary rather than from a "dry-bones" point of view, has been admirably carried out.

*Goodwin's Greek Grammar.* Revised Edition. Prof. William D. Goodwin, Harvard University. Published by Ginn & Co., Boston.

This work is a revised and enlarged edition of the Greek Grammar published in 1879. From the very fact that less importance is being attached to the study of formal grammar than formerly, the author considers that the Latin and Greek Grammars of the present day should be more comprehensive and exhaustive. Since the details of grammar are now learned mostly by the investigation of special points suggested in the reading of classic authors, there is need of a grammar which will present a satisfactory answer to the student's every question. One of the most radical changes in this new edition is the use of 1691 sections instead of 302. This arrangement will obviate in great measure the confusion arising from countless sub-references and notes.

The marking of the quantity of doubtful vowels and crediting of Greek illustrations to their sources increase greatly the value of the work to the Greek student. We notice a slight typographical error, on page 99, in using the circumflex accent on the first aorist active participle of the verb, instead of the acute accent. E. L. F.

*Trees of the Northern United States*, their Study, Description and Determination. For the Use of Schools and Private Students. By Austin C. Appgar, Professor of Botany in the new Jersey State Normal School.

East of the Rocky Mountains, and north of the southern boundary of Virginia and Missouri is the territory covered, but many species of the Southern States and the Pacific coast are also included, both native and cultivated. Not the leaves and flowers only, but also the wood, bark and fruit are studied, so that specimens can be found and examined throughout the greater part of the year. The work is profusely illustrated throughout. Published by the American Book Company: New York, Cincinnati, Chicago. Price, \$1.00.

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### MAGAZINES.

The features of timeliness and authority, on which the *North American Review* is said to pride itself, are again exemplified by the fact that its October number includes articles on "The Buffalo Strike," by the Superintendent of the New York Central & Hudson River Railway, and on "Safeguards Against the Cholera," by Surgeon-General Walter Wyman, President Wilson of the New York Board of Health, Dr. Cyrus Edson, and Secretary Abbott of the Boston Board of Health. It also contains a very trenchant reply from Mr. Gladstone to the arguments against Home Rule set forth by the Duke of Argyll in the issue of that periodical for August.

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# OHIO EDUCATIONAL MONTHLY

(ORGAN OF THE OHIO TEACHERS' ASSOCIATION.)

—AND—

## THE NATIONAL TEACHER.

SAMUEL FINDLEY, EDITOR.

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### PEDAGOGICAL CREAM.

The city school in some things is superior; but the well-regulated country school has a freedom from conventionality, from red tape, from dead routine, an approach to the individuality of the pupil, which the city school may imitate with great profit.—*Henry Sabin.*

No teacher should assign a lesson to her class without having in mind a definite result which the lesson should help the pupils to reach. Not to fill time, not to keep the class quiet, not to comply with a certain form, but *to help the child* should the lesson be given.—*Sarah L. Arnold.*

To cause gross natures to pass from the life of the senses to the intellectual life; to make study agreeable, to the end that the higher pleasures of the spirit may struggle successfully against the appetites for material pleasures; to put the book in the place of the wine-bottle; to substitute the library for the saloon; in a word, *to replace sensation by idea*—such is the fundamental problem of popular education.—*Compayre.*

The intellectual faculties of the young child must be reached largely through his sensibilities, particularly his emotions. Prof. March evidently had this in mind when he said: "Passages of verse or rhythmical prose in which beautiful thoughts are happily expressed should be repeated until they are caught by the pupils.

These may be great passages. They may not be wholly comprehended. They will be like music, producing but vague intellectual processes, but quickening mightily the emotional side of esthetic culture. Beautiful and noble words thus learned by heart will be molds in which the expanding intellect may flow and form."

Moral education is everywhere acknowledged to be the most important part of all education; but there has not been the same agreement in regard to the best means of securing it in the school. This has been due in part to a want of insight into the twofold nature of this sort of education; for instruction in morals includes two things: the formation of right ideas and the formation of right habits. Right ideas are necessary to guide the will, but right habits are the product of the will itself.—*Dr. Wm. T. Harris.*

The school should be to the pupil not an intellectual drill-ground merely, but a second home; a place dear at the time, and to be gratefully remembered ever after; a place in which his whole nature, and especially what is best in him, may expand and grow. The educational aim should be, not merely to pave the pupil's way to future success, not merely to make of his mind a perfect instrument of thought, a kind of intellectual loom, capable of turning out the most complicated intellectual patterns. The aim should be, above all, to build up manhood, to develop character.—*Dr. Felix Adler.*

The test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. This efficiency is not of the sort that can be counted upon always to work an increase of salary. But the ability to leave a lasting mark on the mind and character of a pupil, is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in the very fiber of his character. "Words have weight, when there is a man behind them," said the prophet of Concord. It is the man or woman behind the instruction that makes the real teacher a great deal more than a mere instructor.—*Edward Eggleston.*

In a teacher's life there is a tendency to degeneration. He is always dealing with an intellectual life below his own; and there is a tendency to slip back to the level of the life he deals with. When a young teacher begins, there are motives which help to overcome this tendency. He is ambitious of promotion; he is full of enthusi-

asm that comes of recent contact with superior minds and with his books. But when promotion has been gained or he has reached a spot where he is content or cannot reasonably expect further promotion, I tell you the teacher, whether man or woman, who can brace up and overcome the tendency to degeneration and inertness and laziness, is made of sterner stuff than is commonly found in human form. Dr. Nott, for fifty years President of Union College, and Prof. Kenyon, the founder and for over thirty years the leading spirit of Alfred Academy in New York, were notable exceptions.

—*Exchange.*

I am convinced that the prevailing craze for new methods of teaching is doing vastly more harm than good. Many of our teachers do not seem to know that imparting knowledge is not educating. Ingenious devices for forcing intellectual growth may appear successful for a brief season, but eventually they defeat the very object which is to be attained by their use. A few years ago many of us were ridiculed because we objected to that arithmetical training enormity which had grown from a few simple principles into the monstrous aggregation called the "Grube Method." It is now our turn to point the finger of derision at those who went daft over this fad. All these devices for administering intellectual pabulum in a comminuted state, in order to dispense with mental mastication and digestion and thus render the process of acquiring knowledge one of passive assimilation, smack of humbug.—*A. Megahan, Oakland, Cal.*

Real teachers are of various magnitudes, and the humblest mistress of a country school who manages to inspire her pupils with a thirst for knowledge and an aspiration for veracity in character is in the class of real teachers as truly as Socrates, the first great professor of the divine art of molding youthful character and pushing the human mind in the direction of truth. Blessed be the humble teacher who, without any chance for the great rewards of fame or money, renders noble service and leaves the impress of a genuine and generous character in one little corner of the world.—*Edward Eggleston.*

Nature requires children to be children before they are men. By endeavoring to pervert this order, we produce forward fruits, that have neither maturity nor taste, and will not fail soon to wither or corrupt. Hence it is we have so many young professors and old children. Childhood hath its manner of seeing, perceiving, and

thinking, peculiar to itself; nor is there anything more absurd than our being anxious to substitute our own in its stead. I would as soon require an infant to be five foot high, as a boy to have judgment at ten years of age. In fact, of what use would reason be to him at that age? Reason is given us a check upon our power; a child has no need of such restraint.—*Rousseau.*

HELPING PUPILS.—If the teacher does all or nearly all for the child, the child becomes a mental weakling; and if nothing or next to nothing, then only the hardest and most robust, mentally considered, survive the ordeal and come forth strong, vigorous, and independent. The more alert, being quick of comprehension, need direction in their studies rather than help. Just as there are different aptitudes of mind, so are there variations in the degree of assistance required by persons reared under equal or similar conditions. How much help a child actually needs depends upon circumstances. The judicious teacher must be the judge. Balky horses are made so because they are overloaded before they have acquired self-confidence. No horse will ever balk if he is not hitched to a load, while he is young, that he cannot pull. The skilful horseman first trains the young horse to the harness; next to draw light loads, increasing them in weight till the horse never refuses to pull his best and as often as he is called upon. It is a matter of judicious loading from first to last. Now, what is true of breaking a young horse to pull, is moreover true in regard to the training of children. The child that starts into school and is kept doing the best that he can do well, and never becomes enfeebled and dependent owing to too much assistance from the teacher, or is assigned work that, when putting forth his most persistent effort, he finds it possible to do, will move steadily onward in all his studies, his powers expanding and increasing in strength with every new exertion he puts forth.—*Supt. J. M. Greenwood.*

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### A PLEA FOR PENMANSHIP.

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BY CELIA DOERNER.

The writing in the schools of this State will, I am convinced, compare favorably with that of any other schools in the country, and almost every teacher can point to specimens of fine handwriting among his pupils. But side by side with much excellent writing there will often be found careless, slovenly work, which is a disgrace to any class in any school. As such writing appears to

be rather on the increase than otherwise, it may be worth our while to investigate the causes which lead to it and to consider the remedies which may be applied.

Unfortunately, many persons have acquired the notion that, in order to learn to write well, one must have a special "talent for writing," and account for their own wretched scrawls or those of their children by the excuse that they have no gift in that direction. If this mistaken notion were once exploded, and teachers and parents were convinced that the fault must be traced to themselves and not to the perversity of Nature, and that the remedy, too, lies wholly in themselves, perhaps it would do more than anything else to give an impetus to good writing. In good primary schools of other countries, every pupil without exception writes a good, clear, even beautiful, hand, and scrawls, such as are so common here, would not be tolerated for a moment.

Writing, like walking, is a purely mechanical art; and as every one whose limbs are sound can learn to walk well, so every one whose hand is not disabled, can learn to write well. True, not every one will have the natural grace, ease, and agility to enable him to become a good tight-rope-walker or ballet-dancer; but this is neither necessary nor desirable. So, not every one will be able to produce marvels of caligraphic skill in the shape of scrolls and eagles and to hide his autograph under a profusion of well-rounded spirals and curls. So much the better! We have too much of this business already. We are not anxious to train artistic penmen, especially if, as is so often the case, art is perverted so as to destroy utility, instead of merely adorning it.

But what we *can* do and *ought* to do, is to train our pupils to write a good, plain, legible hand. If children are properly taught from the beginning and are not allowed to fall into careless habits, they will never produce slovenly work. But if the teacher pays no attention to the writing except once or twice a week during the penmanship hour, the pupils will acquire a copy-book style (of drawing, rather than writing) for *show*, and an every-day style as different from the other as possible, for *use*. But of precious little use it will be to them! Certainly, no business man would tolerate such writing in his office.

During the penmanship lesson, the pupils may be taught the proper shapes of the letters, but if they do not practice these daily and hourly, it is evident that the two or three half hours per week devoted to copy-book work will be utterly inadequate to counteract

the careless habits contracted during all the other written exercises. If the ordinary copy-book hand appears strained and lacks ease and fluency, it is because good writing is not constantly required in the written work of the class. Copy-book writing, like company manners, must be practiced at all hours, so as to become second nature. Of course, a young, untrained hand can not be graceful and fluent; these qualities are the result of much practice. But if the directions given during the writing lesson are followed in all written exercises, a good, neat hand will in time become a fixed habit and as easy to the writer as is the scrawl to the poorly-taught pupil.

Printed copies, however, are not essential. It is far more important that the *teacher* be able to set a good copy and that all his writing may serve as a model for the pupils. In the primary and grammar schools, where the hand is forming, this is one of the essential qualifications of a teacher.

Slates are a great convenience in school; indeed, we feel that we could not do without them for the younger children, though we ought to begin pen-writing much earlier than is generally done, certainly after the first six months of school. Even in the higher classes, slates may be used to good advantage for some kinds of work, especially for arithmetic. But I think we ought to insist on more pen-and-ink writing than we do; for it is chiefly practice in handling the pen that our pupils need, and much pencil-work is apt to produce a stiff hand. Besides, skill with the pen will give skill with the pencil, while the reverse is not true.

If the teacher would cultivate good writing, he must not give young children long written exercises. Let them write often, so as to get sufficient practice; but do not require more than the little hands can do well without too great exertion. Sometimes long lists of words in spelling are assigned as home-work, each word to be written from three to ten times, until the little fingers ache, the child becomes impatient to get through, and the scrawling begins. Thus, good habits painfully acquired are undermined, while not even the spelling is improved by this brain-killing process. I am not opposed to home-work of the proper kind and quantity even for the little ones; but the written exercises assigned should be short and should be carefully examined by the teacher.

A careless teacher can undo in a single month what it took another a year to accomplish. In this way there is much energy wasted, and the question is worth considering whether in graded



schools it would not be better to let each teacher keep the same pupils several years and to advance with the class, thus giving a good teacher an opportunity to show what she can do and compelling the poor teacher to improve her methods, or, if utterly incompetent, to demonstrate her failure and seek a more congenial calling.

The first requirement of good writing is legibility. There is much talk now-a-days about the importance of acquiring a free and ready arm-movement, without much attention to the form of the letters. It may be utter heresy to express any opinion to the contrary; but I believe that a child should learn to walk before it is taught to dance, and that if the teacher insists on proper position and pen-holding and on *correct form*, the freedom, ease, and even the arm-movement will come in the course of time. But if you first cultivate arm-movement to the neglect of form, the latter will have to be painfully acquired from the beginning, if it ever is acquired, after years of the other drill.

As for flourishes, the less the better. If they are ever in place, it is to decorate a few words in a fancy heading or motto, where legibility is a secondary object. The dancer or skater may delight us by going through all sorts of intricate figures; but for ordinary walking, the best and the only sensible way is to go from place to place without any whirls or zigzags. The same is true of writing. One should also guard against making the loop-letters so long as to interfere with those above or below and thus to detract from the legibility.

The degree of slant is an important matter. Other things being equal, writing gains in clearness as the slant diminishes, and it is well to adopt a style that differs but little from the perpendicular. A back hand generally has but little slant, which accounts for its being clearer than ordinary writing.

A word about special teachers of penmanship. They ought to be superfluous; for, in whatever else a teacher may be deficient, certainly every one employed in a primary or a grammar school ought to be able to teach writing. But if things have come to such a pass that special teachers are absolutely necessary in order to stir up the other teachers to the importance of the subject and to show them better methods of instruction, their usefulness must cease here. For, however competent and energetic the special teacher may be, he can accomplish little or nothing, unless his directions be carried out in every written exercise throughout the work.

The work of a special teacher is such that, if the results are good, the credit is not his; neither, if the results are bad, can the blame be laid at his door. If, however, he will arouse the proper enthusiasm among the regular-teachers and convince them of the necessity of good writing, he will have fulfilled an important mission in the schools.

*Hughes High School, Cincinnati, O.*

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## THE NEED OF THE HOUR.

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BY SUPT. W. H. COLE.

That need in educational work in Ohio to which we would call the attention of teachers of the State, in the graded as well as the ungraded or sub-district schools, which is of vital importance to educational progress in our State, is the recent legislation known as "An Act to provide for the more efficient organization of the common schools in township districts;" and "An Act to provide for graduation from the common schools of sub-districts and special districts."

These are important laws because they propose and will undoubtedly work important changes in the great body of sub-district schools. Should the proposed changes prove wise and wholesome, they will effect a great advancement in these schools, and work a great educational revival such as has not been witnessed by the present generation of educators, particularly in those quarters where educational revivals have not been frequent and where by common consent they are greatly needed.

It is not our purpose in this paper to discuss the wisdom or unwisdom of these laws, nor do we think such a discussion at this stage would be wise. Suffice it to say upon this point that these enactments were secured by the joint efforts of our own Committee on Legislation, appointed by the Ohio Teachers' Association, and the Committee on Education of the Legislature, and that they propose a radical change in certain phases of educational work. If the changes should prove beneficial, all lovers of education will want the laws to stand; if not, the laws may be amended; but the best way of ascertaining whether good or bad will be an earnest, faithful execution of them.

Let us make an earnest study and careful examination of these laws, that we may not only understand the letter of them but the

spirit as well, and then address ourselves to an intelligent execution of them, submitting the question of the wisdom of the changes to the great arbitrators, Time and Experience.

It would be well to have the best methods of carrying these laws into operation discussed at our sectional and county associations of teachers for the present year, and also at the holiday institutes.

Methods of preparation for the commencement or graduating exercises as contemplated in the Boxwell law should receive careful consideration at the hands of teachers, and such instruction should be given as to the preparation and delivery of these orations, essays and declamations as shall give confidence to the pupils and assurance of success on those eventful days; such as may give that inspiration which quickens ambition in the breast of young people to avail themselves of all the opportunities afforded them by the State for making the fullest possible preparation for life.

And not only will the pupils receive the benefits of this inspiration, but parents, school officials, and others will be quickened by it, and teachers, directly and indirectly, will be among the largest recipients. Let us then make a united, earnest and continued effort to crystalize what of good we have secured in legislation and see what more we may need to give still greater efficiency to educational effort.

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## 5. GRADING IN COUNTRY SCHOOLS.

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In my opinion there is no worse evil in the country schools than the classification of pupils which is attempted in many States under the supposition that what has proved a good thing in the very large schools of cities would be beneficial if partially adopted in the small schools of the rural districts. Hence, while most cities classify by grades of a year's work in the case of pupils advanced into the third and subsequent years' work, and by half-years in the work of the lowest primary divisions, the superintendent of the county or state thinks that he has done a great thing if he has introduced classification into his rural districts to such an extent as to have three or four grades where there are ten grades in the city.

The important thing to be regarded in the matter of grading is the intervals between classes. If the intervals are a year, as in the grammar school whose pupils are aged from eleven to thirteen, then it is clear that each class contains differences in qualification

which may be as great as one year's study would produce. In the lowest classes of the primary grades there would be differences of a half-year. This means that in each class where the teacher set the lessons for the capacities of the best pupils, those lessons were too hard for the least advanced pupils. On the other hand, in the classes where the teacher adapted the lessons to the capacity of the least advanced pupils, the best ones would not have enough to do, but would acquire listless habits. If the lessons were set for the average of the class, there would be cases of too much work for the poorest and of too little for the most advanced. Now it has been shown (and one may easily verify the fact) that a year's interval is too great between classes of the age under fourteen, and a half-year too great for pupils of six, seven or eight years. The growth of the mind is too rapid at those early periods to keep pupils in the same class for a year without detriment to the pupils in the two extremes of the class. For the best get listless or indolent, losing interest in their work, while the slow minds get discouraged because they are dragged along after their brilliant rivals and lose their self-respect. This is a dreadful result as it actually exists in many a school famous for its grading.

Now when the rural schools attempt to secure some of the benefits of the graded system—and these benefits are gain in time for recitations and the mutual help that pupils of the same grade give one another by showing different points of view of the lesson—the rural schools make a system of two, three or four grades instead of ten, and suppose that they have really secured some of the good which the city schools obtain. This is, however, only a superstition.

If an interval of one year is too great, it is evident that an interval of two or three years is far worse. The entire course of study is eight or nine years in the so-called district school. Four grades give intervals of two years, and three grades give intervals of about three years. The most advanced pupils in each class are likely to be two years or more in advance in scholastic preparation beyond the lowest of their classmates. These advanced ones are kept "marking time" while the teacher is laboring with the struggling dullards of the bottom of the class. These are perhaps not dullards except because they have the misfortune to be placed in a class with pupils far in advance of them.

But it is supposed by some teachers that it is possible to conduct a class of this kind in such a manner that the advanced pupils

have enough to do while the less advanced do not have too much. When this problem is well solved it will be found that the teacher has arrived at individual instruction or has made a minute sub-classification within each nominal grade.

In the "ungraded" school there prevails individual instruction with little or no attempt to bring together pupils in their work. The numerous recitations which this involves give the teacher only a brief time for each. Five minutes for a grammar lesson do not admit of the discussion of the grounds and reasons, or of anything fundamental, and the teacher is liable to resort to requiring only memory work, as that alone can be tested in the least time.

But in the ungraded school there is a chance for the bright and industrious pupil to make good progress by aid of a good text-book without much aid from the teacher. I do not consider the evils of the ungraded school to be so great as those of the partially graded schools such as are found in Iowa, Missouri, Illinois, Massachusetts, and in nearly all of the Northern States. They are stiflers of talent in most cases. Where the teacher is very conscientious and thorough the school bears heavy on the slow pupils and produces discouragement and the loss of self-respect.

What is the remedy for this waste of the best pupils by keeping them marking time until they lose all interest in their work? What is the remedy for this waste of time of the slow intellects by discouragement?

I think that the answer to this may be found in the adoption of some form of the Lancasterian or Monitorial System—using it sparingly and under careful supervision. The more advanced pupils may be set to instruct the backward ones, to a certain limited degree. However, this must not be attempted except by teachers who are skilful and full of resources. Otherwise the process or method will fall into the same ruts that the old-time system fell into. We do not wish to restore the "Pupil Teacher System" nor see a too extensive use of the Monitorial System. But invention has not been exerted on this line. There is unlimited opportunity for devices which shall employ the bright pupils in making easy steps for the backward pupils and in testing their progress. We have seen the evils of the Lancasterian System in filling the ranks with poor teachers. The modified Lancasterian System which I believe useful in ungraded schools, and to take the place of the mischievous system of partial grading in many village schools, demands, before all, that the teacher shall be better than ordinary. The

mere routine teacher will not serve the purpose. Nor have we any use for the apprentice teacher or the half-cultured teacher of any kind.

I hope that good teachers may be found who will brave public prejudice and make experiments along this line.—*Wm. T. Harris, National Commissioner of Education.*

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### TOO MANY STUDIES.

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The pupils in public schools just now are busily engaged in being ground or crammed for the mid-summer examinations, and the work done is what is called going over, reviewing and repeating the lessons that have been learned in the past. In this respect our public school system is regarded by many as a failure. There are too many examinations, and too many subjects taught to make a child proficient in any of them. The time allotted to common school education is so short that at the best only a comparatively small field can be covered adequately. But the majority of pupils have even that brief time more or less shortened by necessity. With them the time is so short that if more than a very little is undertaken nothing is learned well. This fact is not sufficiently recognized in our graded system. The assumption is too general that each pupil will go through the whole forms or classes. Beginnings are made in too many things, and if the course is cut short these beginnings leave the pupil with little to show for his work, and if he leaves school, the pupil has confused ideas of everything, and knows nothing perfectly. The key to all knowledge is the ability to read intelligently. In view of the facts of life among the pupils, the first care should be to teach that art and its handmaid, writing, as thoroughly as possible in the briefest time, so that if the pupil's school course is cut short he will at least carry away with him the instruments of self-education. Yet, as a matter of observed fact, neither reading nor writing is well taught in the lower grades of our schools, and, indeed, both are very imperfectly taught even in the higher grades. In order to learn to read fluently and understandingly one must read much. The pupils in our schools read nothing—as a rule—but fixed lessons of brief extent (and are sometimes kept two weeks and a month on one lesson), the greater part of the time being given to other things. As a result, they read badly in the lower grades, and often even when they pass for the high school. With writing the case is still worse.

No person can learn to write easily, rapidly and legibly with character in the result except by much and continuous practice. The schools ought to give such practice, as a few private schools do. Instead, they set the boys and girls the task of laboriously imitating an engraved copy or a blackboard lesson for a certain time each day, and when their schooling is over the best they can do as a rule is painfully to draw an uncertain imitation of their copies as they remember them. They have no facility in writing and there is neither character nor dignity in what they do. In the teaching of English grammar the fault is still greater, and of one hundred pupils taken from our public schools not ten can or do speak correctly. It should be the care of the schools to teach their pupils to speak and write English with propriety. This is really the sole aim of grammar. But they teach nothing of the kind to the great majority. They muddle their brains with an attempt to make a philosophical analysis of the language—a task in which no one can properly engage till after he has learned the language. The result is profitless, the time misspent. Every merchant, banker or other person who employs boys in his business knows from experience that the boys who come to him from the public schools bring very little to his service beyond more or less limber legs, with such natural shrewdness as they chance to possess. Their education has not fitted them in any valuable degree for work. In too many cases they cannot read well, write well or speak correctly. In fact there is a general lack of proficiency and thoroughness in the three R's, especially in the reading and writing part. This is the natural result of the system which aims at cramming too many studies in too short a space of time.—*The Free Press* (London).

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## THE PLACE FOR GRAMMAR.

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BY M. F. ANDREW.

At the October meeting of the Hamilton county teachers' association, Hon. D. F. DeWolf of Georgia, who was State School Commissioner of Ohio from 1881 to 1884, made some remarks that "set me a-thinking." The substance of one of his side remarks was as follows: If you have not in the last seven or eight years reduced the time for English grammar from four years to four months, you have not made the progress you should have made.

Now, if the statement be true—and I dare not dispute it—what a great amount of time we are wasting. We begin language work proper in the “F” grade and give three hours each week through the entire year, and the same time is given in the “E” grade. When we reach the “D” grade the time is reduced to two-and-a-half hours each week. Three hundred and forty hours have been spent in “reciting” language. During this last year the work begins to “smack” of technical grammar.

Throughout the next three years two-and-a-half hours are spent each week in reciting technical grammar, or three hundred hours, making in all six hundred and forty hours spent in recitation. Then take into consideration the time that must have been spent in the preparation of these lessons, and tell me what other branch in our curriculums requires so much time and gives so poor results. It will be said, I know, that we spend as much time on numbers, and I am willing to grant it; but I am not willing to grant that the results are as bad. The majority of pupils in these grades spend all this time and are not in any way profited. In a class of eleven A grade pupils of good average intelligence and who have been fairly taught certainly—as I did part of it myself, and in our own estimation no one can do things as we do—only three can write anything like respectable English, while eight of them do excellent work in arithmetic. They can give grammar definitions as they are found in the book, but are not able “to speak and write the English language correctly,” as the book promised. Most of them know what the book says about the use of “shall” and “will,” but when it comes to the actual use of these “needful auxiliaries,” they are all at sea. Many of them, if I am to judge from the sentences (?) they write have no idea of the relation of words, but seem to adopt the idea that all they are required to do, is to drop so many words on paper and that the words will shape themselves grammatically and syntactically (I don’t know what that means).

Now, the question comes very forcibly to my mind, has English grammar any place in our course of study? And I must answer most decidedly *yes*. But where? Certainly not in intermediate or grammar school. Grammatical blunders are the worst blunders in the world and cause more misunderstandings than all others put together. One writer says “Luther thought that true theology was merely an application of grammar; Melancthon maintained that Scripture could not be understood theologically unless it had been previously understood grammatically; and Scaliger said, with great



truth, that ignorance of grammar was the cause of all religious difficulties." Montaign said that most of the occasions of disturbances in the world are grammatical ones. It is not necessary for me to say how much of this I doubt or believe: a great deal of it perhaps is true. Grant it all true. Children are not expected to know anything of theology, and so far as their religious differences are concerned, they are not grammatical but "parental." Cramming them with words and definitions will not put them religiously straight.

It has been good for some of us to know men who made grammars. Dr. Harvey, that sage of Ohio schoolmasters, was a man to whom we could draw nigh and ask largely, expecting to receive accordingly.

He did more for me in a private talk of five minutes once, than all the teachers I had ever had in grammar. Up to that time the text-book was gospel to me, and the teacher infallible. He upset the whole structure and put me to thinking for myself. I know what he thought of his own grammar and where he thought it belonged in a course of study. The last half of the last year in the High School was his ideal place, and in no other grade.

Some years ago, I investigated the plan, and Supt. Shepherd, then of the Painesville schools, told me that their pupils with that amount of work in the subject, were prepared to go before the board of county examiners and pass a creditable examination. Many of our pupils who spend all the years of the intermediate schools in the study can not do as well. Pupils in the country schools are given a text book in grammar long before they can comprehend the meaning of the definitionless definitions that they are required to commit, and are completely disgusted with the subject. These same pupils treated to good healthy reading for a number of these years, might with profit be taught technical grammar the last year of school.

I am just as strongly opposed to the *wishy washy* language work that has been dished out to the poor helpless innocents for several years past. It does not take an ordinary child three days to learn, and tell it, that "a cat has four feet" and that "a spider has eight legs." Not too weak nor too strong, but seek for the golden mean. When the right time comes—the last years of school—give the pupil full doses of good strong English and he will enjoy it. Something else added to our grammar school courses will work wonders.

*Cheviot, O.*

## OLD METHODS ARE NOT ALL BAD.

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There is quite a general complaint among teachers, principals and superintendents that pupils in the higher grades are not able to read with ease and expression, they have so little mastery over words that an exercise in reading becomes a laborious effort at word calling. \* \* \* There can be no good reading without the ability to call words readily, and it may be well to consider whether the methods of teaching primary reading are not at fault in preparing the pupil for the advanced reading.

We are inclined to think the inability of pupils in the higher grades to call words is the legitimate outgrowth of the teaching of the word method. By this method the word is presented to the child as a whole, and the teacher either tells the child the word, or by skilful questioning leads him to use the word.

Later, when phonics have been introduced, the teacher writes the new and difficult words on the blackboard and marks them. The general results of these methods on the mind of the pupil are about the same. He soon learns to think he can do nothing with a new word without the help of the teacher in some way. While he should be learning independence in making out his words, he has learned dependence, and his dependence increases with the increase of difficulties.

We are wont to laugh at the old-fashioned teacher, who, when his pupil halted at a word, said, "Spell it." But it is worth while to consider whether the oft repeated command of "Spell it" did not beget more power over new words than some of our vaunted later methods. It at least taught a child to make an attack upon a new word, and any method that teaches a child to try has some merit in it. If in our haste to teach children to read in primary readers we are sacrificing their ability to read in the higher grades of reading, we would better call a halt and sacrifice the lower grades of reading in the interests of the higher.

In a recent article Superintendent Greenwood says: "Is it not a fact that if children be put at first to spelling words and speaking them distinctly, and that they be kept at it for a half year or a year, they will make double the progress in their first, second and third readers? It is worth considering at any rate."

Perhaps the craze that swept through the schools a few years ago, that taught that everything in school should be made so pleasant that the child should find nothing but one unalloyed round

of pleasure in the schoolroom, is responsible for the elimination of that drudgery necessary in teaching the spelling and syllabication of words in such a thorough way as to enable the child to read with some degree of ease in a fourth reader. We are of the opinion, that, if a child has not learned how to get at the pronunciation of words by the time he has finished the third reader, the chances are very much against his becoming a reader, or of his taking much pleasure in reading.—*Central School Journal*.

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## HOW A TEACHER GAINS ATTENTION.

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RHODA LEE.

The Christmas holidays were over and the groups of little children on the streets wending their way in one direction, proclaimed quite plainly the fact that school was once more to be opened and work resumed.

Let us look at one party nearing the school gate, books and bags in hand, yet with an air about them betokening more apathy and indifference than one likes to see in healthy, happy children returning after vacation. Conspicuous in this little company was a boy of apparently good possibilities, who is bemoaning in a rather loud voice the hard fate that was driving them back to school. "You should just see the ice on our pond and the jolly toboggan slide we have at our house," he was heard to say, "and here we have to come back to this dull, quiet school."

Just at Dick's side was a little girl who looked as though she might be his sister. At this point she volunteered the suggestion that to-day there was to be a *new teacher*.

Fresh interest now seized the children, and the remarks and surmises concerning the stranger were numerous and varied. But Dick refused to become interested and set his face steadfastly against the thought that there could be anything very pleasant or interesting connected with school.

By and by the bell rang, the pupils marched in, and were soon in their places. What was the matter? Somehow things looked different. Who had been at work? Some bright paper flowers, mixed with evergreen, filled a vase on the table. The British flag waved above the blackboard, and the word "Welcome" in bright letters greeted the wondering eyes. Who had done it? Surely it must have been the teacher, for as she stood before them with he

bright face and still brighter "turkey red" apron, she seemed to fit in exactly with the new adornments.

The disinterested youth forgot that things at school were dull and stupid, and looked about him in quite a lively fashion, and when as everything became still, the teacher addressed a bright "Good morning" to the class, he found himself rising to his feet and responding in a most cordial manner.

The new comer then spoke a few inspiring words of welcome, hinting at many new plans for work and co-operation during the new year, and when she had concluded, the scholars one and all might have echoed Sam Weller and said, "she had just given them enough to make them want some more." How they listened to the sketch of the Sunday school lesson, while, as though she could not help it, her hand would move towards the board, and with the chalk she would sketch some rough illustration of the scene that made Dick actually hold his breath, for he loved drawing.

The intense interest and attention displayed by the scholars during the opening exercises continued all the morning.

At the time for the music lesson, which during the last session had been to Dick and many others a tiresome singing and repetition of notes, trees took the place of modulator and staff, and birds fluttered round for notes. The strong-throated robin and the sweet-voiced canary were something new in connection with the music lesson. And so the orderly, interested classes continued until noon came, and instead of the loitering outside the school yard, the scholars seemed anxious for school to re-open, and foremost in the crowd was the apathetic, listless Dick. Why, the teacher had actually discovered how well he wrote and had praised his steady feet, and Dick was a "new man."

The teacher interested the children; the children could not help being interested in the teacher. Although her manner was quiet and definite, her whole soul seemed to be in everything she did, and all who have tried it know how infectious whole-souled action is.

The work was done more quickly and with better results, because the scholars had the interest and intense attention on which progress depends, for the rapidity with which a thing is learnt and the length of time it is remembered depend on the intensity of the attention given.

She had studied the art, the power of gaining and holding attention. Forced attention is better than none; willing attention is far better than forced. There can be no teaching, no learning

without attention. It is surely something that we must cultivate from the very lowest grade.

One of "Uncle Esek's" wise sayings is that "When you have learned to listen you have already acquired the rudiments of a good education."

Certainly the power to attend, to concentrate the whole mental energy on what one is doing or hearing is an *accomplishment* few possess. So closely is attention allied to observation that sometimes they are scarcely distinguishable; and what pleasure, development and education accrue to the close observer. He who has been trained to habits of close attention to his teachers will be a close student and observer of nature. How often we have to rebuke and reprove ourselves for lack of attention and observation.

It is not to be supposed that every boy who is a close observer and thinker will become a Newton, a Franklin or a Humphrey Davy, but it is certain that he will become a useful, talented man, and the pleasure and profit his powers of close observation will bring him will be immeasurable. There are some people who have naturally the power of gaining and retaining attention, but it can be acquired in a measure by all who earnestly desire it.

No matter how well we know the old axioms and warnings concerning this most important basis for teaching, it will do us good to consider them again.

Order is not attention. Attention is the directing of the powers of the mind to sense impressions. But attention is never found minus order.

There is a passive, negative attention in which the scholar is very orderly and apparently listening, but his thoughts, instead of being anywhere within school limits, are coasting down hill on a bob-sleigh. With little children appearances of this kind are very deceptive.

Positive attention may be willing or forced, and as it is our privilege to deal with the little folks, I want to say something regarding willing or attracted attention which is what we desire in the primary department.

Coaxing, threatening or scolding you will find to be of no use in gaining attention.

There must be something about us and something about our teaching that will attract and hold the thoughts of our pupils, shutting out everything but the subject under consideration.

We must not be discouraged if at first the children fail to pay

continued attention even to an attractive lesson. The habit must be formed little by little. Knowing ourselves how exhausting prolonged attention is, we should have frequent rest and changes in position. A hearty laugh occasionally in a particularly fascinating and interesting lecture, gives relief and enables us to preserve the intensity of our attention.

I would like to divide the subject of attention into two parts, namely, the duty of the teacher, first at home, and second at school.

We cannot possibly secure attention without preparing the lesson well at home, making it a part of ourselves, so that we have no need of text books or notes. We must know definitely what we are going to do before we enter the school-room. We must cultivate earnestness of voice and thought and endeavor to be quietly *enthusiastic*.

When the children see that the lesson is of enough importance to interest you and arouse your enthusiasm, they will not be left behind. The teacher must also have the sympathy and confidence of her class, and this may be gained in a great measure out of school hours.

In school the children must be comfortable, the air good, the temperature right, and anything that would distract their attention removed.

The teacher must get cheerfulness, sunshine and earnestness into her manner, but with all her getting get *quietness*. A loud, blustering voice may attract for a moment, but the low-toned, impressive voice is what lasts.

Another suggestion I would make is to use the eyes and hands as much as possible. It is not always practicable to use the hands of the little folks, but where it is do so.

However, we can always use the eyes, and frequent illustrations, no matter how crude they are, will fix and hold the mind when perhaps you feel that both interest and attention are beginning to flag.

Our language in teaching the little ones must be simple in the extreme, so that they will have no difficulty in comprehending all that we say.

A strong determination to gain interest and attention will do much towards procuring it, but the determination must be to make the subject attractive, to turn over all the old flat stones, and roll over the boulders for something new and fresh. Do not present lessons in the same way day after day, or both you and your scholars will lose half of the pleasure of school life.

Gain attention in some way. There are hundreds of highways and thousands of side roads. "Many an object must be obtained by the flank movement; it is the zig-zag road that leads to the mountain top."—*Educational Journal* (Toronto).

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### THE TEACHER A LEARNER.

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We are constantly urged to professional study, and feel that our duty is discharged when we keep abreast of current educational topics or have mastered the latest methods for presenting the subjects outlined in our text-books. Details of any sort are narrowing, and school teaching, despite its vital character, is no exception; and it is to give our minds breadth, freedom and energy that we should apply ourselves to the acquisition of the noblest thoughts of the noblest minds. It is the glory of our profession that it calls into action the highest qualities of mind and character and what more pertinent duty than to keep in touch with the thought of its noblest devotees. To catch the spirit of the great teachers, to become imbued with the high ideals for which they laboured, and above all to grasp the principles that underlie education as a science and as an art, should be the aim of every teacher. Goethe hints that one is forced to learn when obliged to teach, and says further that nothing is more frightful than a teacher who knows only what his pupils are expected to know. A teacher must suppress the best he knows, but he must not be half instructed. Working along the narrow lines of education as most of us are, we are apt to neglect that vigorous study that uplifts and awakens enthusiasm. Perpetual reaching down to immature minds may have the effect that it had upon Diderot, who, when he gave up teaching, gave as an excuse that while he was making men and women of his pupils, he was making a child of himself. Professional study, to be worthy of the name, must include the science, history and art of education, and these are only arrived at through its literature. And whether we begin with a work like the "Evolution of Dodd," which puts forth the merits of a particular case, and work toward the "Republic of Plato," or begin with "Plato" in which universal conditions of education are treated in the noblest forms of classic language, and work toward the individual child, the result can only be for the student a higher enthusiasm and a deeper love for his calling.—*Ellen Fitzgerald.*

## FOR YOUNG TEACHERS.

This from the *Educational News* contains nothing new, but some things good which need to be repeated.

There is no single element in the teacher's make-up that counts for more in the school-room than tact. Without it the teacher is a negative quantity, but with it, a positive one. Many of us are apt to regard tact as an indescribable essential, but it is only plain common-sense. It is possible for every teacher to cultivate it, and I may add that it is their duty to do it. Let us illustrate a few ways in which the teacher may employ tact.

There is no problem that bothers the average teacher more than that of discipline. He starts out with a careful and lengthy statement of the acts that are forbidden. To tell the child *not* to whisper is simply to make him *want* to whisper. The teacher is no police officer, and in laying down a multiplicity of rules he makes the order of the school-room mechanical and not natural. By the usual punishments no one can hope to stop every form of communication among pupils. Don't teachers like to whisper at institutes? and how annoying to the speakers they sometimes are! No teacher can hope effectually to stop whispering by command or law. We must study the dispositions and mental habits of our children, and apply the remedy accordingly. If we seat pupils properly, we may help the situation, and if we make the studies interesting to the pupils, we will satisfactorily overcome the difficulty. If the teacher is annoyed by whispering, in nine cases out of ten it is the teacher's fault, because she does not make the opportunities for not whispering as favorable as possible to the pupil.

The teacher may have many a restless night, because she has not been able to secure the approval of the Board of Education for some pet project, or because some of her methods or devices in the school-room are not meeting with popular approval. She has forgotten the *conservative* tendency of boards of education and communities, and ought to have educated them up to the new idea before asking them to adopt it. Try to get your principal or trustees to see the wisdom of the proposed change. Don't bore them continually with the new idea, but simply put before them the opportunities for knowing it in its best light. If favorably inclined, they will make it their idea, and though you may lose a little of the glory accruing from its adoption, you will lose less sleep and energy, and have less trouble in the school-room. We



must pursue the same course of conduct when we do not like our text-books or school-house accommodations. We must always be educating our public (and pupils) up to a higher appreciation of school needs and privileges.

The teacher's opportunity lies in his ability to impress his personality upon his school. Every pupil must be made to feel that the teacher is in thorough sympathy with him, and that he is his *best* friend. The truly sympathetic teacher is *master* of the situation. He feels that the true measure of his responsibilities and duties is not the yard-stick or the dollar, and that he is building for time and eternity. Boys do not pattern after teachers of the Squeers or Blimber stamp. Teachers who are whole-souled and noble-hearted men of the broadest humanity and widest sympathy like President Eliot, of Harvard, and Dr. Harper, of Chicago University, are the teachers of power. Such teachers boys idolize and idealize. It is the companionship with the teacher of earnestness and power that will make the meanest school-house in the land the peer of the wealthiest university in influence and good. The teacher's acts and thoughts outlast the text-book in power for good or evil. The true teacher is always perfectly natural. There is no place for the mechanical teacher in the school-room. The frank and artless child is quick to detect the artificial manner and the stilted style of speech. Personal peculiarities belong to every teacher, and those that are harmful should be overcome, but no sane person expects that individuality should be suppressed in the school.

There is one thing that as young teachers we ought to guard against. We should never make a rule that we can not enforce. Rules should only be made as the exigencies requiring them arise. We should study the situation with care before we formulate a rule. If we make a rule against whispering, and can not enforce it, we have lowered by several percent our pupils' estimate of our authority. While we should never make a rule that we can not enforce, we should not be laying down rules that we do not intend to enforce. How soon the pupil learns to despise such rules and such teachers!

Whatever we say to pupils we should rigidly carry out. The criterion of our statements to our pupils should be the practicability of our execution of them. Pupils respect a teacher of acts, and despise one of words. To be a good disciplinarian is to be able to state in the fewest words your rules with the authority of

certain execution. A gesture, a look, and a movement are far more effectual in some schools than a score of threats in others. A teacher who uses threats, lowers children to the level of unreasonable and unreasoning brutes. It is a more serious as well as a more difficult matter to deceive a class of twenty boys between the ages of 12 and 14 years than as many hundreds of men.

The new teacher has on her side the advantage that the young child enters the lowest grade of the primary school with a high ideal of the teacher. If the teacher does her duty, that ideal will be strengthened, but if not, it will be rudely blasted, possibly never to return to life, at the beginning of the school year. The teacher must utilize the value of first impressions, and seek to create a favorable impression upon the new pupils. This is the time when the teacher should grasp firmly the reigns of government, and not temporize till it is too late.

There is no maxim more valuable to every teacher than this: "As is the teacher, so is the school." Let every teacher remember this in his daily work, and see to it that while he is disciplining the school, he does not forget to discipline himself. Obedience to the teacher's law should be the sole rule of the school-room, but no teacher should require other than reasonable commands.—*James D. Dillingham, Prin. of Schools, Tom's River, N. J.*

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### PRIMARY NUMBER.

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When a six-year-old child comes to school, he knows the numbers *two, three, four, five*, and perhaps more. He knows these as wholes. He has not composed them. He has not analyzed them. He has made very little use of them. He *can* do much more than many teachers think. Often he *has* done much more than they discover. But the *one* thing we wish to insist on in this paragraph is, begin where the pupil is and lead him to a fuller meaning of what he already knows and to discover something new (to him). He will enjoy this and will grow. To illustrate: He knows *two*. He has heard of a quart of milk. Show him a quart measure and a pint measure. Let him fill the quart measure with water dipped up with the pint measure. Ask him how many full pint measures it took. He knows the number *four*. Have him see how many quarts it will take to fill a gallon measure. Let him see how many quarts it will take to fill a peck. But he does not know *eight*! Too bad, isn't it? Well, he may pull through. Suppose he should say

two fours of quarts, or something of the kind; or, suppose he should say, "Don't know." It will not be the last time he will have to say that. There is something for him to learn. There are ten to one that he will count his fingers and find out for himself that two fours are eight and that it takes eight quarts to make a peck. How many legs has a table? How many corners has a square? How many sides? Ask him to think of all the things he can that have fours.

He knows *three*. Give him a foot-rule and a yard-stick. Find how many feet in a yard? How many corners has a triangle? Find all the threes you can. What is the suggestion in such exercises? Have the pupils apply the numbers they know. They can solve problems involving these numbers. Do not force any formal analysis upon them though.—*Ex.*

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### A LESSON IN READING.

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BY MARGARET BAKER, CEDAR FALLS, IOWA.

#### THE CLOWN'S BABY.

It was out on the Western frontier;  
The miners, rugged and brown,  
Were gathered about the posters;  
The circus had come to town!  
The great tent shone in the darkness  
Like a wonderful palace of light,  
And rough men crowded the entrance—  
Shows didn't come there every night!

The lesson has been assigned and studied; the class is called, and the teacher says, "We have a beautiful story for our lesson, children. What is it about?"

"The Clown's Baby."

"How many have ever seen a clown?"

Some hands come up and one little fellow, when called upon, tells something about clowns.

"All of you have seen babies, of course; well, this is the clown's baby. Now, children, you may look on your books and answer me together in the words of the book, unless I say *hands*."

The teacher then asks some such questions as the following:

"This stanza presents a picture; let us look at it until we see it all clearly. Where is the scene?"

Children answer in concert, "It was out on the western frontier."

The teacher draws out by questions what a frontier is, and the nature of our Western frontiers.

"What characters, or people, have we in this picture?"

"Miners."

"What kind of looking men are they?"

"Rugged and brown."

"What is meant by rugged?"

"Strong and hardy."

"How many have ever seen miners?"

Hands come up and some answer questions as to their appearance and what they mine.

The following questions might be asked, though the teacher must be careful not to ask too many side questions—enough, however, to lead pupils to think.

"What are miners?" "What kind of miners do we have in Iowa?" "What kind of miners were these?" "Was this a prairie country like Iowa?"

The answer to the last question comes, "No, it was a mountainous country."

"How do you know this?"

"Because the western mines are among the mountains."

"Very well, then, the mountains must enter into our picture, must they not? Where do we see the miners in the picture?"

"Gathered about the posters."

"Why?"

"The circus had come to town!"

"Why is there an exclamation point after town?"

The teacher then draws from the children that this, together with the fact that the men were gathered about the posters, shows that a circus was an unusual and exciting event in their lives.

The pupils may now be asked to close their books, possibly their eyes, and picture the scene. Some may then be called on to describe the picture as they see it, or all may be asked to write a description of it, or the teacher may describe it.

"A little straggling village at the foot of a chain of mountain peaks, curving in horse-shoe shape about an open valley, the peaks gradually becoming lower on either side than those in the middle. What kind of houses, children, shall we place here?"

"Little and unpainted," some will say, perhaps log houses, a few little stores, a painted church and one school house."

"Near the middle of the curve," continues the teacher, "I see the posters with the rough looking men gathered about them in open-mouthed wonder."

"The next half of the stanza adds something to the picture; let us see what it is, children."

"The great tent."

"How does it look?"

"It shone in the darkness like a wonderful palace of light."

"Why does it look so to them?"

"Because it is finer than anything they are used to seeing."

"Whom do we see near the entrance?"

"Why were they so excited over this show?"

"Shows didn't come there every night."

The teacher then gives the tent a place in the picture, and calls on some of the children to read the description of the scene. If in reading, the children use unnatural emphasis, the teacher questions them until they read naturally.

By this method of presenting a reading lesson we are awakening in the children a thoughtful spirit, cultivating the imagination, and leading to *natural reading*.

We are, moreover, awakening an interest in the story by these bright, rapid questions. Try it, teachers. I am sure you will find that the results will be good. Be careful not to let the questions drag; be bright and interested yourself and you will hold and interest your class. We want the printed page to be alive to the pupils; we want it to inspire pupils to think, to make them feel and to present to them vivid pictures.

Put your hearts into the work, teachers, study the lesson well yourself and you can make the reading lessons interesting, bright and helpful. We need a reform in our schools in this line—shall we not work for it?—*Country Schools*.

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## DUTIES OF TEACHERS TO EACH OTHER.

1. Every teacher should entertain a due respect for the wisdom and judgment of his seniors. In turn, teachers of experience and standing should extend every courtesy and render every assistance possible to young teachers just entering the work. In general, every teacher is under obligation to aid and encourage his fellow teachers by a friendly recognition and appreciation of their work.

2. For a teacher to apply for a position before a decision has been reached in regard to the incumbent, to send out applications at random, or to underbid other applicant in the matter of wages, shows a wanton disregard for the rights of others.

3. For a superintendent or principal, without the consent of the proper authorities, to make tempting offers to teachers in other schools, or to recommend the appointment of any teacher to a position, the acceptance of which offers or position will necessitate the breaking of a previous contract, is inconsistent with the principles of ethics.

4. It is unbecoming to the dignity of the teacher to criticise a predecessor. It is the part of the true teacher to adjust himself to the conditions as he finds them, and to plan his work according to the needs of the situation.

5. It is the duty of a retiring teacher to make all conditions as favorable as possible for his successor, and to hold himself in readiness to give him necessary aid and encouragement. For a teacher, however, to claim any proprietary right to his former school, to manifest undue interest by frequent visits, or to assume a dictatorial manner towards the new management, is prejudicial to the interests of the school and embarrassing to the new teacher.

6. Every teacher is entitled to testimonials containing fair and truthful statements of facts. Lack of discrimination and candor on the part of persons giving testimonials or recommendations, is to be condemned. No superintendent, principal, or person in authority, is justified in recommending for a position any teacher whom he would not recommend, under similar conditions, for a position in his own school.

7. It is derogatory to the dignity of the vocation to gossip about the failures and faults of other teachers. The very act of tale-bearing and detraction is vicious. To slander a fellow teacher is not only a violation of a teacher's code of ethics, but is dishonorable and base.

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### THE TRAINING OF TEACHERS.

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The danger of half-educated teachers in elementary schools lies partly in the fact that they are more likely to settle contentedly down into a mechanical performance of their routine duties. They are more likely to neglect the responsibilities which belong to them, to give their pupils the basis of a good character and a healthy desire for knowledge which shall outlive school days. The better a teacher is educated, the more he will be likely to be dissatisfied with the low ambition of his pupils; and if his conscience is awake to duty, he will stimulate at least a few of them to a higher life.

The higher the grade of a school, the less important technical training becomes in comparison with education and other factors which go

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to make up a successful teacher. One great advantage which it will yield, however, to all teachers of all grades, is an increased interest in the work of teaching, and an alert mind toward all chances of improvement. It is very possible to satisfy one's self with certain methods which have proved themselves fairly satisfactory, and go on year by year without expecting or desiring anything better. A good training course would tend toward testing methods by psychological principles, and toward keeping the mind open to systems and artifices employed elsewhere, and would thus keep the teaching in a continual state of progression. One well-trained teacher introduced into a school will often waken up a whole staff, and bring it out of a stagnation of methods not uncommon probably in English secondary schools. The work of such a teacher will be a spur to his associates and a pleasure to himself; and if the employer is seeking good teaching rather than other qualifications, he will be amply repaid for the time and money spent in preparation.

Granting for a moment that teachers are no better for training; that they are born, not made; that experience is the only school worth anything; that training develops machine-like methods, and all the other criticisms we sometimes hear, still training would more than pay for itself if only it gave teachers an idea that there is a theory of education, and that there is a literature of education. These will make the daily duties of a teacher matters of daily and ever-increasing interest. The continual effort to apply the theory and to keep pace with the literature will prevent him from succumbing to the temptation of stagnation. It will always be a pleasure to converse professionally with his fellows, to read of what others are doing, to watch the new developments of method and science, to mark the growth of child-mind which attends a new scheme of work.

And this idea of a theory and literature of teaching is not only a source of perennial interest and life to the teacher himself; it vastly increases his usefulness to the school, and his consequent chances of promotion. He takes an intelligent interest in the school, is a more valuable member of a living whole, and no longer a mere cog of the wheel.  
—*Dr. Isaac Sharpless, in English Education.*

## NOTES AND QUERIES.

### COLUMBUS DAY.

Why is not Columbus Day (new style) October 22 instead of October 21? Were not 10 days added to the calendar?

*Ans.* The calendar was changed since the discovery of America. In 1492, it would have required a change of only nine days to correct the calendar.

### QUERIES ANSWERED.

Q. 311.—Pythagoras, a philosopher of Greece, taught the System of the Universe, which was conceived as a *Kosmos*, or one

harmonious whole, consisting of ten heavenly bodies revolving round a Central Fire, the *Hearth* or *Altar* of the Universe; and the celebrated doctrine of the Harmony of the Spheres—the music produced, it was supposed, by the movement of these heavenly bodies. Thus Pythagoras suggested the spherical nature of the entire System, and, of course, the rotundity of the earth. This proposition was demonstrated by Sir John Mandeville in a book published in 1356; the theory was fully elaborated by Copernicus, and was incontestably proved by Columbus in 1492.

*Pemberville, Ohio.*

R. F. BEAUSAY.

The rotundity of the earth was first suggested by the old Greek astronomers about 600 years before Christ. One of the foundations of Ptolemy's System, published in the "Almagest," was "That the earth is a sphere." This was about 100 B. C. Then Sir John Mandeville, in his traveling northward and southward, and observing the North Star approach the zenith and the reverse, in 1356, accepted that as sufficient proof of the earth's roundity, and published his opinion accordingly. It was chiefly to the latter's account that Columbus owed his opinions.

FEE NAYLOR.

Thales in the seventh century B. C. He was the first to divide the earth's surface into zones, based on the obliquity of the ecliptic.

F. J. BECK.

Q. 312.—A "pair" is two things; and "twins," two animals; hence a pair of twins must be four animals, whether colts, calves, or persons.

J. W. JONES.

"A pair of twins" implies two persons. Much in the same sense "a pair of pants" implies one article. Two pairs of twins would be four persons.

R. F. BEAUSAY.

A twin is one of two born at the same birth, and a pair of twins is two born at the same birth.—ERROR.

313.—By the famous law of Galileo, which was proved to the world about the middle of the sixteenth century, from the leaning tower of Pisa, they will reach the earth in exactly the same time, if they are of the same density and shape.

F. J. BECK.

Q. 314.—It is better for a teacher to stand while conducting a recitation, if his health permits him to do so.

J. W. J.

The teacher should stand or sit as the occasion may demand or the circumstances require. This is a case which will not admit of a specific rule.

R. F. BEAUSAY.



Q. 316.—The town, Hammerfest, is in northern Norway, latitude about  $71^{\circ}$ , and it may be the highest latitude inhabited by man.  
J. W. J.

Spitzbergen,  $80^{\circ} 48'$  north latitude, is occupied from time to time by Dutch and Russian colonies who get their supplies from the main land of Europe. It is said that Spitzbergen could not afford sustenance for one human being; but it is, nevertheless, a haunt of reindeer, foxes and bears, and whales and seals abound on the coast.  
F. J. BECK.

Q. 318.—“Mine” is a personal pronoun, possessive by enallage instead of the objective, object of preposition “of.”  
BEETS.

“Mine” is a possessive case-form and is the object of “of.”  
FEE NAYLOR.

“Mine” is a possessive pronoun in the objective case, governed by “of.”

The possessive form of both nouns and pronouns is used as the subject, object, or predicate of a verb and the object of a preposition. In such instances the possessive is said to have a double construction in regard to case.  
F. J. BECK.

Q. 319.—In the sentence—“I was chosen *secretary*,” *secretary* is the predicate of the proposition, *was chosen* being a passive verb phrase, and used as a copula. In “I was taught grammar,” “grammar” is the adverbial object of the passive verb phrase, “was taught.”  
FEE NAYLOR.

“Secretary”—nom. pred. after passive verb, “was chosen.”  
“Grammar”—objective, object of preposition ‘in’ understood.  
BEETS.

“Secretary” is a noun in the nominative case after the passive verb “was chosen.” Verbs signifying to name, choose, appoint, and the like, generally govern two objects, and when the verb is in the passive voice the direct object of the active form is made the subject of the passive, and the indirect remains as predicate nominative.

“Grammar” is a noun in the objective case after the passive verb “was taught.” Verbs that signify to ask, teach, offer, promise, give, pay, tell, allow, deny and some others, are used thus.

F. J. BECK.

It should be noted that the word “secretary” signifies the same person as the subject of the sentence, while the word “grammar” does not.

Q. 320.—Since it takes 4 boards for every 11 ft. of fence, and

the fence is on 4 sides, there must be 16 acres in a strip that is 11 ft. wide. Reducing 16A. to square ft. and dividing by 11, we get 63,360 ft., or 12 mi., side of field.  $12 \times 12 \times 640 = 92,160$ , number of acres in field.

ALVIN SCHMIDT.

$16\frac{1}{2} \div 11 = 1\frac{1}{2}$ ;  $1\frac{1}{2} \times 4 = 6$ , boards per rod.  $6 \times 2 = 12$ , length of one side in miles.  $12 \times 12 \times 640 = 92,160$  acres.

ELMER BEETS.

Let  $x$  = no. rds. in one side; then  $x^2$  = no. sq. rds. in field, and  $\frac{x^2}{160}$  = no. acres in field. There being 6 boards to each rod,  $24x$  = no. boards and no. acres. Hence the equation,  $24x = \frac{x^2}{160}$ , from which  $24x = 92,160$ , the no. of boards or acres.

London, Ohio,

JOHN MEAGHER.

Same result by F. J. Beck, E. A. Simmermon, J. S. Brown, and J. W. J.

#### QUERIES.

321. What are the uses of silent letters? M. S.
322. Why are the compartments of a desk called "pigeon holes?" C. M. B.
323. Who were the "Lake Poets" and why so called? S. R. T.
324. What place on the earth has new year first? 3. 48.  
S. R. B.
325. How can pupils be taught how to study? C. E. L.
326. Dispose of words in italics: We ought *to know*. The sun appears *to rise*.
327. Give construction of words in italics: He ordered the *soldiers to march*. He ordered the *horse to be fed*.
328. Liberty was theirs as men. Dispose of "as" and "men."
329. What evidence is there that the Hindoos originated the Hindoo method of solving quadratics? R. F. B.
330. Given the distance of a point in an equilateral triangle from each of the vertices, respectively, 24, 30, and 36 rods. Find the sides of the triangle by arithmetic. M. G.

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It is the man that takes in who can give out. The man that does not do the one soon takes to spinning his own fancies out of his interior, like a spider, and he snares himself at last, as well as his victims.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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Special attention is called to a PRIZE OFFER found on the third page of our advertising department. Here is a chance to attain distinction as well as to enlarge your library. Judges will be announced later. Send at once for necessary information.

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We would remind those members of the summer institute clubs who accepted our offer of three months' grace, that the days of grace are nearly gone. In order to cover all cases, we name December 1 as the limit. All who remit after that time will be expected to send the single subscription price (\$1.50), instead of the club rate.

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The present style of the MONTHLY has received many compliments, but we expect to make some further improvements, beginning with the new year; and we hope for a considerable increase of our subscription list. The MONTHLY has enjoyed in the past a large measure of the good will and good offices of Ohio teachers, for which we are very grateful, and we are encouraged to hope for a continuation and extension of the same. Our present readers can do us great good by making favorable mention of the MONTHLY to their neighbors who are not subscribers. This is especially true of superintendents and principals. Remember that four or more subscriptions at the same time are received at club rates.

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We learn that many letters received by the committee from all parts of the State indicate a predominance of sentiment in favor of holding no meeting of the Ohio State Teachers' Association next summer. This accords with our own view. An attempt to hold a meeting would be likely to result in failure, because of the general desire of teachers and superintendents to spend as much of their vacation as possible at the Columbian Exposition at Chicago. For a similar reason, no meeting of the Association was held in 1876. The unanimous voice of the North-Eastern Ohio Teachers' Association, at the recent Akron meeting, was given in favor of holding no meeting of the State Association next summer.

There is some indication of the estimation in which the MONTHLY is held, in the demand there is for back numbers to complete sets. The public libraries in several of the larger cities of the State have been trying for some time to secure entire sets of the MONTHLY from the beginning, now nearly 41 volumes. Our present readers should note this fact. The historic value of the MONTHLY increases as time goes on. To complete a second set for the city of Columbus, and to meet some other calls, we need the following numbers: 1858, January; 1859, February and July; 1871, April, October and December; 1872, January and October; 1876, March; 1880, July; 1883, June and September; 1886, February; 1887, June; 1890, July. For any of these numbers, we will credit the sender on current subscription, or pay cash if preferred. Each number sent should contain the name and postoffice of the sender.

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"Of the journals now published in the United States, and adapted to general circulation throughout the entire country, one may take *Education*, *Educational Review*, *School and College*, *N. E. Journal of Education*, *New York School Journal*, *The Primary Teacher*, *Kindergarten News*, or some Canadian, or English, or other foreign journal, and yet not be able to feel at home until he gets into inter-communication and sympathy with his fellow-workers and fellow-sufferers of his own state."

The above from the *Northwest Journal of Education* is a fair putting of a simple truth. The easy inference is that teachers should take their own state educational journal. They owe this no less to themselves than to the cause. They need it to keep abreast of the educational thought and movements about them, to keep in touch and sympathy with their fellow-teachers, and to aid in counteracting the depressing effects of the necessary routine and drudgery of their work. The same spirit in the good teacher which inclines him to attend all meetings of teachers in his own locality, will also incline him to read regularly his own home educational journal. The same spirit in the good teacher will also cause him to feel some responsibility for the support of his home journal, even though he may wish to have other journals on his table. Teachers, more frequently than they think, reveal their true professional character by their attitude toward the periodical literature of their profession, as well as by their practice in regard to attendance at teachers' meetings.

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### THOSE TWO QUARRELSOME BOYS AGAIN.

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A little more than three years ago we administered a vigorous spanking to two boys in Illinois, for quarreling and calling each other names. Their names are Brown and Vaile. They kept saying bad words about each other until their friends were ashamed of them, and so we took them in hand and gave them a sound drubbing which they remembered for a long time. They stopped quarreling at once, and for a good while they behaved as two well-bred boys ought to behave. They whimpered a little at first; but when the smart was over, they seemed good-natured and acted like good boys.

Of course we have been highly gratified with the result of our efforts in behalf of these boys. But we are sorry to discover that they are at it again. They began this time by "poking fun" at each other. Brown made great sport of Vaile's picture in the National Educational Association Bulletin, because Vaile always laughs at other people for having their pictures in such places. But Vaile said Brown was mad because he could not get his picture in, and intimated that if it had been in it would have spoiled the whole thing. So they have had it back and forth, cutting deeper and deeper, until Brown, at least, has begun to get mad. He insinuates that Vaile is not more likely to act the gentleman than the heavens to rain manna and quails.

Now, boys, what a spectacle you are making of yourselves! Do you not know that all this is unbecoming in boys of your standing? We admonish and exhort you, as before, to leave off quarreling and "follow the things which make for peace, and things wherewith one may edify another."

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### OUR PUBLIC SCHOOL SYSTEM.

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In *The Forum* for October is the first of a series of articles by Dr. J. M. Rice, giving the results of personal observations in a large number of schools, undertaken with a view to finding what methods of instruction are followed and discovering the reason why the schools in some localities are so much inferior to those in other localities. The introductory article gives promise of good. The writer does not depend on tabular statements and printed reports for his information, but upon his own personal observation. He visited the schools of thirty-six cities, about twenty schools for the training of teachers, and several country schools, spending the entire school hours of every school day, for a period of six months, in class-rooms. He thus saw more than twelve hundred teachers in working clothes and at work. He also made a study of the by-laws of the boards of education in the cities visited, and interviewed superintendents, principals, teachers, and others in a position to know the inside working of the schools in their own locality. In many cases he attended board and teachers' meetings and teachers' institutes.

These investigations were undertaken under the auspices of *The Forum*, in whose pages the report appears. It is of interest to know that Dr. Rice spent a large part of the time for two years in the study of educational questions in the schools of various European countries, before he undertook the study of our own school system. These preliminary statements seem to warrant pretty high expectations concerning the conclusions he may reach as to the present status of the schools, and the suggestions he may make for their betterment.

Our expectations are further stimulated by the announcement that the writer appears as the advocate of the child, maintaining that the school exists for the benefit of the child and not for the pleasure or benefit of boards of education, superintendents, and teachers; and having assumed this relation, he deems it his solemn duty "to present the

child's case fairly and squarely, frankly and freely, and without fear or favor," as he sees it.

A general survey of the American school system precedes the detailed description of particular schools. The system in general is characterized by the one word "chaos," inasmuch as each city or town, and in most cases each country district, "has practically the privilege of conducting its schools in accordance with any whim upon which it may decide, being restricted only by certain state laws of secondary importance." The conclusion is that "unless chaos be preferable to law and order, there is no foundation for the opinion held by so many that our public schools are the best in the world."

"The elements which exert an influence upon the schools of each locality are four in number: the public at large, the board of education, the superintendent and his staff, and the teachers." These are named in the reverse order of their importance. Each is treated at some length, with stress upon the third and fourth. The teachers of this country are not highly complimented. "The professional weakness of the American teacher is the greatest sore spot of the American schools." The teachers of this country are contrasted with those of Germany, to the great disparagement of the former. Only a small percentage of the teachers of this country have made professional preparation for their work, and most of these have started with a very meager equipment. Even in those cities where only the best obtainable are employed, the professional incompetence of the teaching force is manifest.

The critic finds evil alike in the insecurity of superintendents in their positions, and the undue security of the teachers in theirs. "The office of teacher in the average American school is perhaps the only one in the world which can be retained indefinitely in spite of the grossest negligence and incompetency."

After the announcement that the class-room work observed will be discussed in an ascending scale, beginning with the lowest, Baltimore is announced as the starting point. This is hard on Baltimore; but the critic goes on in plain terms to characterize the condition of school affairs in this city as "deplorable," intimating that the teaching he saw here could be done by any one who is able to read, write, and cipher. "The instruction dwindles down to little, if any, more than hearing the children recite the words which they have learned *verbatim* from a text-book."

Some of the criticisms give rise to the suspicion that the critic does not make due allowance for the fact that there is a legitimate place in school for some measure of routine and memoriter learning. Children need practice in adding columns, and in learning to read they need practice in word-calling so as to gain facility in recognizing words at sight. Desirable as it may seem to make the work interesting and pleasant for the children, it is not desirable, even if it were possible, to relieve them entirely from drudgery in school.

Nevertheless, we are eager for more of these criticisms. We shall look with a good deal of interest for the place in his ascending scale assigned by Dr. Rice to the three Ohio cities visited. They are Cincinnati, Cleveland and Toledo.

## LESSONS NOT IN BOOKS.

The lessons which we shall discuss as among the valuable ones not in books are not lessons from the "Book of Nature," important and interesting as they are, but some that belong to the domain of every-day conduct. Three things in one day called my special attention to them; the first a remark made by an associate teacher, a thoughtful and cultivated woman, as she noticed the lack of taste displayed in the dress of one of our pupils,—in another year, perhaps, to be an example to others,—and queried whether some suggestions in such matters did not belong to our work; the second, the reading in Quick's "Educational Reformers" the following statement: "Locke's argument is this: It is the business of the master to train the pupils in virtue and good manners, much more than to communicate learning;" the third, Emerson's advice "Give a boy address and accomplishments, and you give him the mastery of palaces and fortunes where he goes." We all probably agree with that writer on education who says that the most important thing to teach is "How to live." We may differ, however, as to what constitutes that knowledge and as to *how* and *where* it may be taught. The cultivation of manners, if not moral culture, is very closely allied thereto.

"How near to good is what is fair!"

Since the death of George William Curtis, I have read many beautiful tributes to his character; and I have noticed that the aroma of courtesy seemed to be about everything he did. Those who knew him best seemed to regard his name as a synonym for "gentlemanliness," just as that of Sir Philip Sydney has been for so many years.

Thinking of the trouble that is avoided by courtesy, of the power that it gives over others, of the large sum of happiness in this world that is directly due to it, lessons in it are evidently among the most useful lessons we can give. Nor must we teachers be satisfied when we have made eloquent appeals for their being a part of every day's instruction,—sometimes by example, sometimes by suggestion, sometimes by precept. I think some of us have had mothers so careful of us from infancy that we fail to realize how many are dependent almost entirely upon the schools for instruction in manners. Then again judging from some of our failures to observe the rules of etiquette, I am led to wonder whether we ourselves have ever known them or whether we have forgotten them. It will not do to say that we shall trust these matters to the good sense and warm heart of our pupils. For while we may be laboring patiently for years to make the former clearer and the latter softer, bad habits of address may all the time be forming. I am glad that Emerson says "But I will neither be driven from some allowance to Fashion as a symbolic institution, nor from the belief that love is the basis of courtesy." I do not think it necessary for us to follow all the dictates of Fashion in all her whimsical changes; but certain forms which have been observed by the best society (I use "*best*" in its noblest sense) for years, we cannot afford to neglect. That a cordial greeting should be extended to a visitor, we should teach by the manner in which we receive those who come to our school-rooms, as well as by precept. In

our primary schools, we teach our little ones the use of "Good morning," "Good afternoon", etc., and yet I have had older pupils on first coming under my care, act awkwardly, and, in fact, sometimes fail to respond to my "Good morning" if I addressed it to the entire school. Even after learning to respond to me, they have seemed to doubt as to whether it is proper for them to respond to visitors. Now, I think words have to come in to aid example, and we must tell our pupils that it is not courteous in the school-room or elsewhere to let any greeting or farewell pass unnoticed. There is a difference of opinion among our teachers of most cultivated manners as to whether pupils should rise out of respect to the superintendent when he enters our school-rooms; there ought to be no difference of opinion as to the welcoming smile and bright nod of greeting which they can give him without hindering any work in which they may be engaged.

Another thing I have noticed is that our teachers insist upon the "Thank you" and "Excuse me" firmly and gently, but fail to teach the proper response to these expressions. Within the last few years I have heard so often from the pupils in answer to "Thank you," "Yes'm" or "That's all right," that I have been forced to wonder if some of the child's educators have not been guilty of using these expressions just as I know that some of them use the vulgar "*How?*" when they have not understood what has been said to them.

Of course, an important lesson is that every favor received, should be acknowledged either in person or by letter. The thoughtful mother whose little daughter takes anything without the "Thank you," will be apt to say "And what does my little daughter say?" Some such kind reminder may come from the teacher, who must under no circumstance forget to thank a child for a service rendered. But even those who pay the proper attention to the *spoken* word of thanks are sometimes careless themselves about sending the *written* thanks. One who cannot spare time to write and express his gratitude for a favor has no right to accept it. That this lesson needs to be taught formally was brought to my attention this fall. At the expense of a good deal of time and trouble, I secured a situation for a pupil of mine outside of the city. I have since received no letter of thanks for what I did. I regret nothing but that as a teacher I failed to give a lesson quite as important as any geography or grammar lesson I could give. This lesson of writing a note of thanks for any kindness shown us if taught early in life is ineffaceable. When I was a child we had relatives living at a distance, who always remembered us at Christmas time with pretty Christmas gifts. From the time I could manage a pen, my mother required me to write promptly my thanks for any presents sent me, so that I cannot now enjoy without a guilty conscience a single present I receive at Christmas until I have expressed my pleasure at its receipt. While speaking on the subject of letters, one of the lessons we must teach is that a business letter should be answered promptly and courteously. That there are those engaged in teaching who do not live up to this rule I have found from my experience as secretary of the executive committee of the Ohio Teachers' Association. That we are busy is no excuse for a lack of courtesy. We



owe it to ourselves as a solemn duty to curtail the amount of work we are doing when it does not leave us time to be civil.

Another thing we should teach is that when we write for information of any kind to one not a personal friend of ours we should enclose a stamp for reply. The envelope stamped and addressed is still better.

No pupils should finish the common school course without having had sufficient practice in writing notes and letters to fix proper forms of address, etc., in their minds. Good forms should become second nature. This afternoon I looked over the replies to a note that one of our teachers had sent to all the parents of the children in her school, relative to an exercise for Columbian Day, in which she wished the children to take part.

Only two districts in the city would be supposed to rank in education with this district. Yet I was almost overpowered with the thought of how much of the training of these pupils in good English and good manners would devolve upon their teachers. Customs change in some of these things, and the teacher who studied rhetoric a number of years ago, will need to notice the letters of bright men and women who are now writing and to consult newer works in English.

Pupils should be taught the special courtesy due from official relations. It seems to me that we teachers are sometimes deficient in this. If my superintendent has any special honor conferred upon him; if he is elected president of the State Association for instance, I ought to hear his inaugural address if it is within my power to do so. When any one of my assistant teachers who rarely takes part in public exercises of any kind, prepares a paper for some educational gathering, there is a special obligation for me to be there.

Every teacher, perhaps, who reads this article may think of something I have not had time to say, which he regards as important as anything I have said; but I shall now mention but three things more. Emerson says "The secret of success in society is a certain heartiness and sympathy." If we find ourselves somewhat deficient in these qualities we ought to cultivate them; and sympathy will lead us to express pleasure for work well done or appreciation of any earnest effort. Such expression is not flattery. Fine perception will guide to the saying of that which will give the purest pleasure.

We should teach our pupils that when any one pays them a sincere compliment, there is nothing coarser that can be said than "Oh! now, you are giving me taffy!" I cannot tell whether disgust, pity, or indignation is my predominant feeling when I hear a teacher make such a reply to words of genuine approval spoken to her.

My closing courtesy, is the courtesy of attention. Very early we teach the children intrusted to our care that two persons must not speak at the same time, that it is rude to interrupt another; but we must go farther and teach them to give attention to what their companions say to them; that they must not be looking at the dress of their playmate and thinking of that instead of what she is saying; that a boy must not look tired and in a hurry to get off or else anxious to break in with his own thoughts when some one else is talking to him; that even at a

sacrifice of our thought and inclination, we must give heed to the thought of others. A woman of charming manners, of sweet influence wherever she goes, is one who listens with deference to the thought of any honest soul.

You may say that I have not discussed at all one of the points which I mentioned at the beginning of this familiar talk,—the subject of dress,—but it belongs, prudently and *tactfully* handled, to the important course of "Lessons Not in Books."

MARGARET W. SUTHERLAND.

### LEGISLATIVE COMMITTEE.

The following assignment of counties to the different members of the Legislative Committee of the Ohio State Teachers' Association, has been made:

H. M. PARKER: Lorain, Ashland, Huron, Seneca, Hancock, Henry, Defiance, Williams, Fulton, Lucas, Wood, Ottawa, Sandusky, Erie.

J. J. BURNS: Stark, Wayne, Holmes, Tuscarawas, Coshocton, Guernsey, Muskingum, Noble, Morgan, Washington, Perry, Hocking, Fairfield, Licking.

F. TREUDLEY: Mahoning, Trumbull, Ashtabula, Lake, Geauga, Cuyahoga, Medina, Summit, Portage, Columbiana, Carroll, Jefferson, Harrison, Belmont, Monroe.

J. A. SHAWAN: Franklin, Delaware, Knox, Richland, Morrow, Union, Marion, Hardin, Crawford, Wyandot, Allen, Van Wert, Putnam, Hancock, Paulding.

W. H. MORGAN: Hamilton, Butler, Warren, Clinton, Brown, Clermont, Highland, Adams, Pike, Scioto, Jackson, Meigs, Gallia, Athens, Vinton.

E. B. COX: Greene, Fayette, Pickaway, Ross, Montgomery, Preble, Darke, Miami, Clarke, Madison, Champaign, Shelby, Logan, Auglaize, Mercer.

### EDUCATIONAL INTELLIGENCE.

—The teachers of Lorain county are to meet at Wellington, Nov. 12. A good program has been prepared.

—The schools of Sidney, Ohio, have an increased attendance this year, having now an enrollment of about 1000 pupils.

—The Western Ohio Superintendents' Round-Table will hold its next meeting at Lima, early in November, probably 10, 11 and 12.

—The Columbus Day exercises at Piqua closed with a finely rendered historical cantata, at 8 o'clock P. M., in which Columbus and Queen Isabella were personated.

—The North-Western Ohio Teachers' and Superintendents' Round-Table holds its fall session at Tiffin, Nov. 4 and 5. The program contains a long list of live topics.

—The *Northwest Journal of Education*, published at Seattle, Wash., makes a plea for holding the National Educational Association in 1894 in that State, which it calls the wonderland of the Northwest.

—The Summitonians held their first fall meeting at Akron, early in October. Miss Nellie Duffy, Mrs. Eleanor Plum, C. F. Seese and J. J. Hornberger were the leaders on the program. It was a spirited meeting.

—The superintendent and teachers of the Marion schools spent two days, about the first of October, in visiting the Cincinnati schools. Superintendent Powell and his teachers are intent on getting all the good things going in the way of school work.

—A meeting of the Huron county teachers' association was held at Monroeville, Oct. 29. Among the names on the program were those of Supt. E. F. Warner, Bellevue, Supt. A. C. Bagnall, New London, Prin. W. P. Thurston, Norwalk, and Dr. T. J. Mitchell, Cleveland.

—A meeting of the Ohio State Board of Examiners will be held at Columbus Dec. 27, 28 and 29. Testimonials of applicants must be filed with the Clerk of the Board at least thirty days before the time of the examination. All inquiries should be addressed to the clerk, Supt. James W. Knott, Wooster, Ohio.

—Matamoras, Washington county, dedicated a fine new school building Oct. 8. The dedicatory address was delivered by Prof. M. R. Andrews. The building, containing six rooms, was erected at a cost of \$10,000. It is probable that one of the six rooms will be used by Grandview township for high school purposes.

—The Central Ohio Association holds its annual session at Columbus, Nov. 4 and 5. The following speakers are announced: Supt. Andrew S. Draper, Cleveland; R. W. Stevenson, Columbus; Supt. J. M. Greenwood, Kansas City; Dr. N. C. Schaffer, Pennsylvania State Normal School; C. L. Loos, Dayton; Reynold Janney, Chillicothe; C. P. Zaner, Columbus.

—The N. E. O. T. A. held its autumn session at Akron, October 29, with the following program: "The Child Mind," Supt. J. E. Morris, Alliance; "Lowell," Miss Lydia F. Baldwin, Niles; "A Business Course for High Schools," P. J. Twiggs, Cleveland; "Why I Read Shakespeare," Supt. J. J. Burns, Canton. There was a good attendance and the exercises were spirited and interesting.

—The annual meeting of the Tri-county Teachers' Association (Wayne, Ashland and Medina) will be held at Orrville, November 11 and 12. The program is, as usual, a full one and a strong one. Col. Copeland is to deliver his lecture, "Snoobs and Snobbery," on Friday evening. Other prominent names on the program are Supt. S. Thomas, of Ashland, Dr. Elias Compton, of Wooster University, F. V. Irish, of Columbus, Supt. J. W. Knott, of Wooster, and Commissioner O. T. Corson, of Columbus.

—Our report of the Columbiana County institute comes late, but perhaps "better late than never." It was in session for one week beginning Aug. 29, at Leetonia. The enrollment was nearly 500. The instructors were O. C. Wright and Byron W. King, of Pittsburg, W. T. Bushman, of Canton, I. N. Keyser, of Urbana, and F. Treudley, of Youngstown. This excellent corps of instructors, and the untiring

efforts of Supt. J. W. Moore and his teachers combined to make this one of the most enthusiastic and successful institutes ever held in this county. The officers for next year are: *Pres.*, W. H. Van Fossan, New Lisbon; *Vice Pres.*, D. G. Boone, Alliance; *Sec.*, May Huxley, Salem; *Ex. Com.*, C. C. Lomes, Hanover, J. W. Moore, Leetonia, T. C. Roche, Columbiana.

M. E. HARD, *Pres.*

CARRIE F. WOODS, *Sec.*

—Columbus Day was observed throughout Ohio with great enthusiasm. Probably no other event in our history has ever been so generally and so enthusiastically celebrated. Besides the exercises held in each school, there were in most of the cities and towns immense processions, with magnificent displays of flags and other decorations, and in many instances immense audiences of pupils and citizens were addressed by speakers chosen for the occasion. The celebration will be long remembered by those who participated in it. The only place of any importance reported in which no general celebration was held is Xenia. Owing to disagreement between the teachers and the Board of Education as to whether the lady teachers should march in the procession, the Board decided to abandon the undertaking, though the High School held exercises on the 20th. The reports which reach us from the townships and sub-districts, as well as from the cities and towns, are too numerous for separate mention.

—GREENE COUNTY is thoroughly alive educationally. She is a pioneer in township organization, Beaver Creek township being among the first, if not the very first, in the State to organize thoroughly and to employ a professional teacher as superintendent of her schools.

She still keeps her place at the head of the procession. Three townships adopted graded courses of study at the beginning of this school year and employed superintendents: Caesar Creek, John S. Thomas, superintendent; Spring Valley, E. D. Osborn, superintendent; and Sugar Creek, S. O. Hale, superintendent. Sugar Creek has established a township high school with S. O. Hale as principal. In other townships voluntary associations of teachers are doing all that can be done, in the absence of supervision, to make the work of their schools uniform and progressive.

Our county is noted for her excellent association meetings, and the meeting of October 8, was no exception to the rule. Indeed, it was one of the best we have ever had. The Xenia high school room was filled with wide awake, enthusiastic teachers, and the program was all that the most exacting could desire. Miss Cosmelia Hirst, of Yellow Springs, S. A. Dickson, of Dayton, Prof. W. A. Clark, of Lebanon, Supt. J. A. Shawan, of Columbus, and Commissioner Corson were on the program.

The new superintendents are all making good starts and are taking an active part in county work. They are Mr. Alspauch, Beaver Creek, Mr. Boring, Spring Valley, Mr. Harmount, Osborn, and Mr. McCaslin, Clifton.

Supt. J. H. Sayrs, of Cedarville, has been appointed county examiner to succeed R. W. Mitchell, and Supt. J. S. Thomas has received a re-appointment.

M. JAY.

—The new High School building of Marietta township was dedicated Thursday evening, Sept. 15th. After prayer by Rev. R. B. Ward, of Scio College, and the singing of "America" by the Alumni choir, Mr. Carl C. Smith, the township superintendent, introduced the President of the Board of Education, who in well chosen words made all feel welcome to this the public dedication of our new township High School building. Hon. O. T. Corson, State School Commissioner, was then introduced, and in one of those forcible, practical talks, so characteristic of the man, the attention of the audience was held for about one hour.

Supt. Boyd, of the Marietta schools, gave an interesting talk showing very clearly what the High School is for and what it is able to do.

Principal H. E. Smith talked about some of the efforts necessary before this building became a reality, showing that it was not the work of a year or two, but the building now dedicated, which is to give better educational advantages, represents the cherished hopes of two generations. Rev. R. B. Ward followed with well chosen remarks, showing clearly that the problems of the times demand clear thinking, educated men, and the place to begin this higher education is right at home.

The people of Marietta township are certainly to be congratulated upon their success in this township High School and gradation movement, for this new building stands as evidence of the success of the system after a careful test of four years.

Four years ago, when the work under the new system began, a small high school building was erected, but the demands made for admission to the school made it evident that it was inadequate to the wants of the township, and the result is the splendid building just dedicated. We say the people of the township are to be congratulated, not only for their new building, but that they are securing for their children better educational advantages right at home, and also standing with the foremost townships in the State in this movement, which in time is bound to be the common school system of our State, and when all townships have their sub-districts graded, and a central High School, then and not till then will we be giving proper educational advantages to our township schools.

H. E. S.

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## PERSONAL.

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—Clem. Rily, a teacher at Reform, O., now has charge of the schools at Croton, O.

—G. P. Chatterton, the new principal of the Napoleon High School, is making a good start.

—A. H. May succeeds J. M. Staley, as member of the Shelby County Board of School Examiners.

—Edward L. Matheny, a promising young man, graduated at Ohio University in '92, died Sept. 5, of typhoid fever, at Brookfield, N. Y., where he had been elected principal of schools.

—R. F. Beausay, a member of the Wyandot tribe, is now in charge of the schools at Pemberville, Ohio.

—I. C. Painter, who last year taught in the Hanover grammar school, is now teaching in the college at Granville.

—W. E. Painter has been elected principal of the East Newark schools, under the superintendency of Dr. Hartzler.

—Supt. Sebastian Thomas, of Ashland, and his teachers recently spent two days in visiting the Akron schools.

—Ed. Varner, for the past two years a student at Delaware, is this year superintending the schools of Hebron, O.

W. T. Bushman, of Canton, is the successor of W. H. Lilly, deceased in the superintendency of schools at Van Wert.

—George P. Deshler has been called from McConnellsville, Ohio, to the principalship of the Newark High School—a good selection on the part of Newark.

—Henry R. Pattingill, editor of the *Michigan School Moderator*, is the Republican candidate for the office of Superintendent of Public Instruction for his State.

—H. C. Minnich, late of Hutchinson, Kansas, but formerly of Ohio, succeeds Samuel Major, deceased, in the superintendency of schools at Hillsboro, Ohio. Salary, \$1,500.

—C. R. Long, once a teacher in the schools of Zanesville, Ohio, is announced as the manager of a Teacher's Hotel at 211 Wabash Ave., Chicago, during the World's Fair.

—W. R. Kersey, for the past three years principal of schools at Selma, Clarke county, is now teaching in the Central High School at Columbus, J. E. Yarnell succeeding at Selma.

—A. C. Burrell, late of Ohio, enjoys his work in the Indianapolis High School. He has as his specialties in physics the subjects of Light, Sound and Electricity. He has at present four classes in these subjects.

—A Massillon paper says Supt. E. A. Jones was the biggest boy and the proudest boy in all the grand procession on Columbus Day. We believe it. He marched at the head, followed by his principals, and the pupils came on by companies and regiments.

—T. A. Edwards, for several years in charge of the Hanover schools, is now superintendent of the schools at the O. S. and S. O. Home at Xenia, with a corps of twenty-four teachers. He has also supervision of the schools of domestic economy. His successor at Hanover is Walter Painter.

—Le Roy D. Brown, of Santa Monica, Cal., has recently been re-elected president of Los Angeles County Educational Association. In his inaugural he advocated the permanent employment of teachers, subject to removal for cause, and pensions for those worn out in the service. Mr. Brown has been five years on the Pacific coast, and in that time has made a trip to the Sandwich islands.

—Mr. and Mrs. Henry M. James, recently returned from a year's tour in Europe, were made the recipients of a grand ovation on their arrival at Omaha, where Mr. James retired a year ago from the superintendency of the city schools. It was a well-deserved tribute tendered by the teachers and leading citizens of Omaha.

—Dr. E. E. White has removed from Cincinnati to Columbus, which is to be his future home. He has remodeled his house on Broad street, making it one of the most attractive residences in the city. Dr. White is now writing an important book which will be welcomed by the educators of the country. His "Elements of Pedagogy" has had a large sale.

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### BOOKS.

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*The American Government, National and State.* By Dr. B. A. Hinsdale, Professor of the Science and the Art of Teaching in the University of Michigan. Ann Arbor, Mich.: The Register Publishing Company.

Three things characterize this book: 1. A judicious selection of material; 2. A logical arrangement; 3. Conciseness and clearness of statement. The introduction contains a brief but clear summary of political science. Part First is historical and philosophical, dealing with the planting and growth of the colonies, their government, and the development of the spirit of independence. Part Second contains an analysis of the National Constitution and a concise and clear presentation of its provisions and their practical working. Part Third is devoted to the state governments and their relations to the Union. The book as a whole is the work of a master. While primarily designed for a school and college text-book, it is worthy of a place in every home library.

*The Moral Instruction of Children.* By Felix Adler. International Education Series, Edited by Wm. T. Harris. Published by D. Appleton & Co., New York.

The author is the son of a Jewish Rabbi, and professor of Hebrew and Oriental Literature in Cornell University. He has undertaken to outline the matter and method of a course of "unsectarian instruction" for children from six to fourteen or fifteen years of age. He ranks "Selected stories from the Bible" with fables and fairy tales, as means of moral training, and while enforcing filial, fraternal, and civic duties, he ignores entirely the supreme duty of love and obedience to God, the true foundation of all moral obligation. A certain interest will attach to the book as another futile attempt to reach goodness without God. It was with clear vision that Horace Greeley said, "The true idea of God clearly unfolded within us, moving us to adore and obey Him, and to desire after likeness to Him, produces the highest and best growth of our nature. No other power is so efficient in the development of our race as a vivid conception of God's active presence, and conscious intelligent interest in human affairs." In our efforts at moral training, why discard that which is best and most efficient?

*Beginner's Greek Book.* By Dr. John Williams White. Published by Ginn & Co., Boston.

The edition of this work which is here submitted to the public is intended fully to prepare the student for reading the *Anabasis*, and furnishes material for a year's solid work. It is especially adapted to those schools and colleges in which two years are allowed for Preparatory Greek.

In the presentation of forms the deductive method is used exclusively, and no attempt is made to teach the pupil to construct paradigms from detached portions of text. The aim of the work is to give the minimum amount of grammar and yet furnish a firm and sure foundation of general principles. Great stress is laid on the necessity of acquiring a large vocabulary of Greek words, and consequently the systematic introduction of new words in classified lists is made a special feature. The complete text of the first eight chapters of Book I of the *Anabasis* is given with appropriate notes and explanations, thus affording the student opportunity for easy reference to introductory matters during his early reading. The artistic finish of the binding and the clearness of the type give the book a more attractive appearance than is usual in books of its class.

E. L. F.

*Goethe's Faust, Part I.* Edited by Prof. Calvin Thomas, University of Michigan. D. C. Heath & Co., Boston.

In presenting to the public an edition of Goethe's great masterpiece, the editor declares that his purpose is to remove certain misconceptions that have existed in the minds of many people in regard to the poem. The idea that the interpretation of Goethe's *Faust* (especially of the Second Part) requires some sort of occult wisdom, Prof. Thomas seeks to destroy, not by producing a learned essay, but by an edition of the text prepared in the light of present Goethe scholarship. The present book, Vol. I, contains Part First; Vol. II, containing Part Second, will follow soon.

In regard to a subject on which such mountains of expository material already exist, originality can only be secured at the expense of usefulness. Applying the old Roman maxim, *quod bene dictum est meum est*, the writer has sought to be useful rather than original or learned. The book contains valuable introductory material on the data of the legend and the life of Goethe, also a discussion of the character of the play. The text is a reprint of the Weimar edition, introducing the spelling adopted by the Weimar editors. The notes are copious and helpful.

E. L. F.

*English Education in the Elementary and Secondary Schools.* By Isaac Sharpless, Sc. D., LL. D., President of Haverford College, Pennsylvania. International Education Series, Edited by Wm. T. Harris. Published by D. Appleton & Co., New York.

In this volume, the author summarizes for American readers what he saw during a winter spent in English schools. Perhaps no country has made greater strides in education in the last score of years than England. This book gives the reader a fair understanding of the



present status—the provisions made for elementary and secondary education and the efficiency with which these provisions are carried out. The author thinks there is much in English schools for Americans to avoid as well as much to learn, which is not hard to believe.

*The Royal Wreath of Song and the Juvenile Wreath of Song*, by J. D. Luse, constitute a graded course of instruction in music for public schools, singing classes, conventions, etc. The author is a very successful teacher of music, well known in many parts of Ohio. The books are extensively used and are deservedly very popular. Much of the music is new and choice, while the larger part is of the standard quality which never wears out. Published by the author, Columbus, O.

*The Elements of Language and Grammar*. For Intermediate, Ungraded and Grammar Schools. Based upon Welsh's "First Lessons in English." Edited by Superintendent J. M. Greenwood, Kansas City. Published by Silver, Burdette & Co., New York, Boston, Chicago.

A judicious combination of synthetic exercises and grammar seems to be the chief characteristic of this book. It has the appearance of a good working text-book.

*A Synthetic Course in Book-keeping*. For Schools and Colleges. By J. F. Laning. Published by the Laning Printing Co., Norwalk, Ohio.

This small quarto volume of 120 pages contains the whole subject in a nut-shell—*multum in parvo*. It is a marvel of condensation and completeness. Single and double entry are presented without any sensible distinction. It is well suited for private home study as well as school use.

*Columbian Selections*. American Patriotism. For Home and School. By H. B. Carrington, U. S. A., LL. D. With Tributes to Columbus, by various authors. Philadelphia, J. B. Lippincott Company.

This is a handsome volume of over 400 pages, containing a choice collection of patriotic literature.

*The Place of the Story in Early Education, and Other Essays*. By Sara E. Wiltse. Ginn & Co., Boston.

Out of a heart of love for children, the authoress has given us a thoughtful, discerning, and, we think, wise and profitable, child study. It has special value for mothers and primary teachers.

*Outlines of English Grammar*, with Continuous Selections for Practice. By Harriet Matthews, State Normal School, Trenton, N. J., Boston, D. C. Heath & Co.

The characteristic feature is the copious and extended selections of choice literature for practice.

*High School Algebra*, Embracing a complete Course for High Schools and Academies. By William J. Milne, Ph. D., LL. D. American Book Company.

This is a revised and enlarged edition of a well-known and popular text-book.

*The Children's First Reader*, by Ellen M. Cyr, published by Ginn & Co., Boston, is finely illustrated and beautiful.

*The Step-by-Step Primer*, in Burnz' Pronouncing Type. By Eliza Boardman Burnz. New York, Burnz & Co.

*Common Animal Forms*, by Claribel Gilman, an elementary text-book in zoology. New England Publishing Company, Boston and Chicago.

*Studies in English Composition*, with Lessons in Language and Rhetoric. By Harriet L. Keeler and Emma C. Davis. Boston: Allyn and Bacon.

*Pupils' Series of Arithmetics*. Primary Book. By W. S. Sutton, Supt. Schools, Houston, Texas, and W. H. Kimbrough, Dallas, Texas. Boston, D. C. Heath & Co.

*Wordsworth's Prefaces and Essays on Poetry*; with Letter to Lady Beaumont. Edited, with Introduction and Notes, by A. J. George, A. M., Boston, D. C. Heath & Co.

*Addison's Criticisms of Paradise Lost*, Edited, with introduction and Notes, by Albert S. Cook, Professor of the English Language and Literature in Yale University. Boston, Ginn & Co.

*Selections for Memorizing*, for Primary, Intermediate and High School Grades. Compiled by L. C. Foster, Supt. Schools, Ithaca, N. Y., and Sherman Williams, Supt. Schools, Glens Falls, N. Y. Boston, Ginn & Co.

#### MAGAZINES.

*The Forum* for November has the second installment of "Our Public School System," by Dr. J. M. Rice. The schools of the cities of Buffalo and Cincinnati come next in the ascending scale, and those connected with these schools will not be likely to feel highly complimented. Dr. Rice classes the schools of these two cities together as belonging to the "mechanical order of schools," adding that the schools of Cincinnati have as yet scarcely opened their doors to the "New Education." If the samples given fairly represent the teaching in these two cities, there is surely great need of radical reform. The critic promises to begin in his next article to show the bright side of American education. The other cities visited may now begin to breathe more freely. *The Forum* has, besides, a symposium on the Presidential Election, and many other articles of interest.

"Wanted, a New Party," is a paper published in the November *North American Review*, written by T. V. Powderly, who argues that the rights of the people demand better attention.

The Rt. Rev. Mgr. O'Reilly discusses the educational problem in the United States in an interesting paper in the *North American Review* for November entitled "How to Solve the School Question."

The most significant, and the only full utterance so far by Mr. Blaine in the present national canvass, is his article entitled "The Presidential Campaign of 1892," in the *North American Review* for November. He speaks with vigor, making some points that are entirely new in the discussion of the issues, and his article is marked with that vigor and that purity of style for which Mr. Blaine is distinguished.

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—AND—

## THE NATIONAL TEACHER.

SKIMBL FINDLEY, EDITOR.

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### THE CHILD MIND.

BY SUPT. JOHN E. MORRIS.

[Abstract of an address before the North-Eastern Ohio Teachers' Association.]

Rosenkranz says that the possibility of culture is found in every human being. It would not be wrong to say that the possibility of culture is found in every living thing. By taking oysters out of water for successively longer intervals, they will soon be taught to provide themselves with sufficient water to stand a long period out of their natural element. Fleas have been trained to assemble together as an audience and listen to one of their number who mounts a pulpit and pretends to preach. Rats have been taught to run trains and play the parts of conductor, brakeman, engineer, and fireman. Every circus that comes to town gives evidence of educated hogs, trained horses, and trick dogs.

As to human beings, no matter what natural defects, there is still a possibility of culture. The case of Laura Bridgman is well known. She was blind, deaf and dumb; her sense of smell was destroyed and her taste much impaired, yet she attained a degree of culture that would do credit to one in full possession of all the senses.

Children may be divided into four classes with respect to their possibility of culture.

1. Those who are incapacitated by nature—the dull ones, the dunces and those of unsound minds.

2. The mediocres—the great mass of persons. They are mechanical and wait for external impulses as to what to do.

3. The talented. Hypothetically every one has a special talent, but it is not always called out. "The talented person has an inclination to his calling, but does not see clearly the means that lead to it. He does not value industry and despises methods discovered before him."

4. The genius. "He is clear as to methods, sees all that has been as tools and materials out of which to build his ideals, and works, therefore, with a passion."

For the education of dull minds is required a teacher of patience, tact, firmness and sympathy. Such qualities are frequently found in teachers; were it not so, the large number of dull children turned into the schools every year would fare badly. It is not an uncommon thing for a school to have 20 or 25 percent of its number who might properly be classed as dull pupils. A teacher who was very successful in handling dull pupils once applied to me for a recommendation. In the recommendation I stated that she had unusual ability to get work *into* the dull ones and *out of* the lazy ones. This showed her patience and firmness. Many instances could be given to show her tact, but I give only one and that one occurred not in connection with school work. This teacher's family owned a fine Jersey cow which had been bought at a low price because of the vicious disposition manifested by the cow. Anything that wore dresses could not approach without causing the cow to lower her horns, neither could the cow endure the sound of a female's voice. This teacher began to study the Jersey as she would a pupil, and concluded that its ugly disposition was due to the harsh, shrill, and high-pitched voice of the woman who formerly owned the cow. Kind words and gentle tones were used to advantage, but there still remained the antipathy to a dress. This was overcome by a clever scheme. A dress was put on the calf. The Jersey's first impulse was to hook the dress, but that implied an injury to her own offspring and was abandoned as contrary to animal instinct. What with the dress on the calf and kind treatment on the part of the ladies, the animal became very gentle.

Pupils with either physical or mental defects should be handled with care. If there is a positive refusal on the part of a child's mind to grasp the subject of arithmetic, he should be excused from

the study thereof in order that he may keep up with his mates in other studies. One teacher, who had a pupil whom she could not understand on account of a defect in his speech, used to watch the countenance of the boy's bosom companion, who understood every word, and thus learned whether or not her questions were answered correctly.

To educate the talented ones or the geniuses is difficult on account of their precocity. It is the teacher's duty in such cases to discourage vanity, affectation, and self-consciousness. I have in mind one genius who started in school at the age of six, and in three weeks could read *perfectly* any lesson in the first reader. She could also do all the number work and spelling that was required of her class. Previous to coming to school she had had no special teaching.

Although the boy is father to the man, yet there are differences between the child mind and the adult mind.

1. The child is more emotional. He wants to go home on the first appearance of danger. He cries if tardy, if sent to the principal for correction, or if called to account in public. He is pleased if sent on an errand, if publicly praised, or if given some task that shows selection. One little six-year-old would not stay in school unless a large Newfoundland dog would also stay. So Carlo was stationed in the hall near the open door to guard his little mistress until the novelty of school life should wear away and his services could be dispensed with.

2. The child has more faith. He has implicit confidence in a true teacher which no amount of wisdom displayed by others can dispel. I once heard an A Grammar boy say of his teacher, "What Miss G—— does not know about grammar is not worth knowing." On one occasion a superintendent took charge of the lowest primary room for an hour. One little girl on reporting the fact at home was asked how she liked the superintendent as a teacher. She replied, "Pretty well, but he doesn't know half so much as Miss L——."

A teacher has made a strong point when he has gained a reputation of seeing all the work done by all the pupils in his school.

3. The child is more imaginative. The story is told of a man who had taken several small boys out for a long walk. Night was approaching, the children were tired, they were yet a considerable distance from home, and the man had real fears that they would give out before the journey was ended. He cut long sticks for

himself and each boy, and bestriding the sticks they rode gayly home without thought of fatigue. I had read this story but thought little of it until one day I was out walking with two nephews—one six, the other three years old. After walking some distance, the younger said, "Me tired, tarry me." I put him off with some statement, but ere long the request was repeated. I cut two switches, gave one to the older boy with a statement that he and I would be the drivers and the younger boy would be the horse. The horse trotted at a good gait all the way home. "Make believe" has wonderful effect on children, and teachers should try it on dull days. Geographical games and stories could be used, imaginary trips could be taken, and imaginary problems and occupations worked at.

4. The child has his ideals. He likes a teacher who attends to business during regular school hours; who gives fair, clear lessons; who acknowledges once in a while that lessons are hard; who marks fairly; who is open and above board; who is not cranky or spiteful; who is not all the time preaching; who remembers the days of his own childhood; who does not make his own smartness the criterion of pupils' work; who dresses becomingly; and, above all, he likes the teacher who sympathizes.

5. The child is more alert, quicker in his perceptions, and keener in his appreciation of wit and humor. In a mixed audience, listening to a humorous lecture, the young people will be laughing before the older ones see the point.

6. The child is more inquisitive. Often his questions seem silly and useless, but if tact be used, this quality of the child mind can be made productive of good results.

7. The child has intuitive likes and dislikes. Dickens illustrates this in his "Tale of Two Cities"—"No man ever really loved a woman, lost her, and knew her with a blameless though unchanging mind, when she was a wife and mother, but her children had a strange sympathy with him. \* \* \* \* \* Carton was the first stranger to whom little Lucie held out her chubby arms, and he kept his place with her as she grew. The little boy had spoken of him almost at the last."

Teachers should be careful in interpreting this quality of the child mind. The child who seems to dislike a teacher may in reality like her very much. The child that appears haughty may, perhaps, be only bashful. Study the children carefully before deciding against them.

An analysis of the mental action of the child mind in its various performances in the school-room would be interesting, but brevity requires that this phase of the subject go untouched.

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## THOUGHTS ON COLUMBUS DAY.

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BY GEO. H. LAMB.

Columbus Day has come and gone, and what have we got from it? This country has never seen a special holiday so universally observed as this was. Indeed, the regular holidays, Christmas and Fourth of July and the rest, are neglected, either carelessly or intentionally, by some classes, but for once we have had a *national* holiday. And what a glorious day it was! All nature was cheerful! The forest had put on the many-colored robe of autumn. The morning dawned threatening and gloomy; but early in the day the sun peeped through a rift in the clouds, and when he saw every city and town, village and hamlet, decked in flags and bunting, and the stars and stripes floating from every school house, the old fellow couldn't help smiling, and before his cheerful face the clouds scampered away.

For weeks past, the weary teacher and the care-worn mother have heard nothing but Columbus Day; and how often have they said "I wish this thing were over! I wish it had never been thought of!" But now that it is past, no one regrets the time and effort put forth to make it a great success. One fond and tired mother remarked to her ten-year-old boy in the hearing of the writer, after the boy had returned from acting a prominent part in a very extensive parade, "My dear boy! Mother was proud of you! You did look so nice and manly riding on your horse!" In that happy moment all the worry of the previous weeks was forgotten, and both mother and boy felt repaid over and over again for the inconvenience and effort the celebration had cost.

Now that it is past, let us look back and see what of good we have derived from the commemoration of this event. One good I have already hinted at—the nation had a happy holiday. What good comes from picnics, harvest-homes, birthday and marriage anniversaries? The value cannot be computed in dollars and cents, and thankful we are that it cannot. Their worth is too great to be measured by such sordid instrumentalities. Yet who would eliminate from his life these bright spots! And surely Columbus Day is one of these that will linger in the minds of Americans till

children yet unborn shall hear of the glorious pageant. If we Americans got no return from our investment but the satisfaction that comes from an ordinary holiday, no one will dare to affirm that it was a useless expense, an unprofitable venture. But this, to my mind, is the very least we got from it. The lessons of history we learned are many and enduring. That which is received into the mind through the eye is lasting. We sometimes doubt the report of our other senses—we may hear incorrectly or be wrongly informed, but that which we see we know. In many of our cities and large towns the scenes of history were so represented as to call up in panoramic review all the events of importance of the last four centuries. When will such pictures fade from the memory? Never. I dare affirm that those children who witnessed or took part in such demonstrations learned more of history in preparing and acting their parts for this one day than they would do by a year's text-book study. Here again we are compelled to admit that the expense of Columbus Day was a good investment as an economizer of teaching force. But this consideration is merely a monetary one and must have weight accordingly.

The most valuable result of this great day is found in the patriotic feeling engendered. On this day such a thing as a Republican or a Democrat, a Protestant or a Catholic, a Gentile or a Jew, a native or a foreigner, a Christian or a pagan, was unknown; and for once all distinctions of race or class, party or creed, were obliterated and we had a nation of Americans. As a natural consequence, we are a more loyal people, we love our flag better and would do more for its defense, should necessity demand it, than ever before. The importance of this thought, particularly with the young, cannot be overestimated. If we are to remain a free and liberty loving people it will be because the rising generation is imbued with a spirit of patriotism. How important is it, then, that all opportunities for exalting our nation should be seized upon! Such an occasion as this tends more and more to convert our heterogeneous population into a single people. Patrick Henry gloried in the name, not of a Virginian, but of an American. So I believe that Columbus Day went far towards hastening the time when the Irish American, or German American, or American of any other descent, will cheerfully drop the prefix and glory in the name belonging to citizens of the land of the free.

The most fitting thought connected with this great day was that through it all and in it all the school was the prominent feature.



The school is the hope of our land. Let the thirteen millions of school children be inspired with the love of country, and the safety of the nation for the next century is secured. Instill into these young minds the blessings of liberty and grim-visaged Rebellion will never again dare show his hideous front in this fair land of ours. All honor to the Spartan women who could say to their sons as they were going forth to fight for their homes, "Return, my son, either with your shield or *on* it." So shall it be with us. If duty shall demand it, the wives and mothers of our land will buckle the swords to the sides of their loved ones and say with the last parting kiss, "Do noble battle for your native land!"

In the English Channel, nine miles from the Cornish coast, is a group of gneiss rocks, known as the Eddy-stone reef. Although surrounded by from twelve to one hundred and fifty fathoms of water, they come so near to the surface as to be bare at low tide and just submerged during high tide. Thus they render navigation in that part of the channel perilous in the extreme. And in the years gone by, when tempests were raging and storm-kings were howling, many a gallant ship here sank to rise no more. In 1700, after four years of toil there was erected here a light-house. But being made of wood it could not withstand the ragings of sea and wind, and in 1703 it went down carrying with it the man who designed it. In 1709, another structure was built to take its place. It also was of wood and was destroyed by fire in 1755. Mr. Smeaton, the greatest engineer of his time, was now employed to rebuild it. He constructed a tower of solid masonry, modeled after the oak, twenty-three and three-fourths feet in diameter at base, fifteen feet in diameter at the top, and eighty-five feet high; with its granite foundations dove-tailed into the living rock; and at its top he inscribed these words: To give light; to save life. And there it stood for a hundred and twenty years, defying breakers and billows, whirlwinds and tempests, and through the darkness and the gloom its light shone forth, cheering the heart of the storm-tossed mariner thirteen miles away.

So, it seems to me, our public school system, built on the rock of everlasting independence, dove-tailed into the foundation of freedom of thought, a beacon shines out in the darkness inscribed with the same words,—To give light! To save life! and the helmsman who is guiding the ship of state, seeing the light, is inspired with a new courage, is cheered with a new hope.

*Youngstown, Ohio.*

## CONTROL AND SPONTANEITY.

BY INSPECTOR J. L. HUGHES.

[From *The Educational Journal*, Toronto.]

The greatest unsolved educational problem is how to secure harmony between control and spontaneity in the training of the race. Control and spontaneity have been regarded as antagonistic forces in the development of the child. They are really twin powers.

Rightly understood, control and spontaneity work in perfect harmony. Spontaneity does not mean freedom from law, but freedom through law, in accord with law. Productive spontaneity can not be at variance with law; it can exist only in conformity with law. Law and liberty are indissoluble. They are giants whose union produces life and growth, and happiness. The "law of liberty" is the perfect law. David spoke wisely when he said, "So shall I keep thy law continually forever and ever, and I will walk at liberty." "To the truly free man, freedom coincides with control." Spontaneity is the essential condition of individual development; law defines relationship of the individual to the universal; control is the application of law. There is no wrong to the child in the exercise of wise control by parents and teachers. Such control is absolutely essential to the full development of character. We should control childhood in order to define respect for human law, and reverence for Divine law. The perfect work of Christianity will be accomplished when all mankind is consciously, reverently, responsively, co-operatively, submissive to the Divine Will. This condition can never be reached until the child in the home and in the school lives a life of co-operative obedience to its parents and teachers, and is thus qualified for conscious co-operative submission to the authority of the state, and beyond this to a cheerful recognition of Divine authority, and the glory arising from co-working with God. Rochefort was more philosophical than usual when he said: "I rebelled against my nurse in the nursery; I rebelled against my parents at home; I rebelled against my teacher at school; I have rebelled against the government of my country; and if I ever go where there is a God, I will rebel against him."

We should control children because the wise and definite control by a superior will develops the will power of the child, and qualifies him to direct his own life when he reaches maturity. If

unchecked the feelings and passions of a child sweep in an unrestrained torrent over his undeveloped will; lack of control becomes habitual; selfishness and self-will act automatically, and character power is lost. More than half the energy of humanity is dissipated. Character energy must be controlled and directed by an enlightened will in order to become an executive force for good. The child's will is neither sufficiently strong, nor sufficiently enlightened to guide his activities and control his powers. Uncontrolled forces lead inevitably to ruin and disaster. It is a saddening fact that so much of nature's physical force remains yet unmastered, but the saddest sight in the world is an uncontrolled soul.

But, while control by a superior will is essential and natural, it should never prevent the full development of spontaneity of character. It is not necessary to dwarf a soul by controlling it. The child's individuality cannot be weakened without fatal consequences. Each child has an individuality of his own. It is a sacred power intended to grow forever. It is the Divine in the child. It cannot be marred or misdirected without interfering with God's plan. I have no right to try to make a pupil like myself. He is God's child, not mine. I should help to make him his true self, not a reproduction of me. One of most of us is enough. God's will is never a substitute for man's will; neither should the will of the teacher be in any way a substitute for the will of the child. The teacher's will may direct the child's will but never safely act in its stead. The teacher's personality should never intervene between the child and the light.

The relationship between control and spontaneity may be established on clearly defined laws.

First.—Control by external agencies should last for the shortest possible time. Self-direction should be our aim for our pupils from the first.

Second.—Control should never degenerate into coercion. Plato said: "A free mind ought to learn nothing as a slave." There is no life-giving power in coercion. There is no growth in mere negation. God meant our characters to be positive, not negative. "Well, Tom," said a father on his return home one evening. "What have you been doing to-day?" "I haven't been doing anything," said Tom, "I've been don'ting for mother all day." Poor Tom, how small are his opportunities for real, true development. When shall men and women learn that doing is a thousand times more destructive of evil, and a million times more productive of good.

than don'ting? Coercion may repress evil, it never eradicates it. It can only repress the wrong for a limited time, and in doing so it restricts the good. Coercion never made a child creative and the growth of creative power is the central element in its education. Coercion does more than restrict the power of a child, it corrupts his ideal. The common and unnatural dread of Divine authority arises from the degradation of human authority into unreasoning, unloving coercion.

Many parents and teachers degrade even the Father of light and love into a sort of goblin to terrorize their children. With sacrilegious impudence they dare to say to children, "God won't love you," till the child gets its little heart filled with misconceptions of God and irreverence for Him, and these false ideals often keep out the truth forever. A little girl in Boston, whose mother said recently "God will be very angry with you," replied: "Oh, well, He's always getting mad about something." Poor child! she was not responsible for the conclusion.

Third.—The child should not be conscious of the restraint of external control through the personality of the teacher. The assertion of the personal will of the teacher inevitably leads to conflict and conscious resistance on the part of the child. This is the root of great evil. Through unconscious responsiveness the child should grow to conscious recognition of authority and obedience to law; and up to the highest condition of human culture, perfect self-control and self-direction. The divine will guides our wills in many ways that we do not understand or even recognize. Our control of childhood should be like Divine control in this respect.

External control that reveals its personality to the child inevitably weakens its self-control, as external aid given unwisely necessarily destroys its self-reliance. Most children are injured by being helped too much. The child whose foolishly fond mother rushes to pick it up when it falls, is usually hurt more by the picking up than by the fall; so the child who looks to parent or teacher as its only controlling agency, will never fully develop its own self-control. Self-control develops in the same way as all other powers of self-expression or self-direction, by regular and progressive exercise. The child should be led to feel its individual responsibility, for a child's duty not a man's, as early as possible, and allowed to direct its own powers towards the accomplishment of its own purposes, limited by the law defining the rights of others. Reverence for the majesty of the law, is a mightier force in character

building than yielding to the will of a teacher. Submission to law is an element of true manhood; mere subserviency to a human being is a characteristic of a slave. The child who is forced to submit passively to the personal domination of its teacher, can never have true conceptions of liberty and individual responsibility.

Fourth.—Human control like Divine control should be prompted by love, based on love and executed by love. Human love is man's strongest controlling force, as well as his greatest life-giving power. Divine law is often necessarily restrictive of wrong, but it is lovingly restrictive. It is stimulating and growth giving; never destructive.

Fifth.—It is utterly degrading to give pupils the idea that they are naturally expected to do wrong and that the teacher's constant duty is to check their natural tendencies. The father who said to his wife as he sat down to tea: "Well, Maria, what mischief has Tom been up to to-day?" is a type of a large class of parents and teachers. Have faith in your boys. They deserve your faith, and if they do not, you make them worthy of trust by trusting them. Let a boy understand that you expect him to do wrong, and he will usually fulfill your expectations.

The teacher's skill is shown by transforming power, not by destroying it. We should remember that when the child comes to school it is in an advanced stage of its training. Human agencies by improper control or by equally improper freedom, or usually by a dreadful mixture of both, have been destroying the true spontaneity of the child.

Sixth.—All control is wrong that attempts to fetter the child with a man's thoughts, a man's motives, or a man's creed. Herein lies the greatest danger. It is a fatal blunder to rob a child of his childhood. We interfere a thousand times too often with a child's spontaneity by checking its plays or by rousing it from its reveries. Remember that what would be folly or indolence in you may be absolutely essential for the highest development of the child physically, intellectually and morally. You may injure a child morally by stopping its play with the sand on the seashore, or its ramble among the flowers, or its apparently idle dream as it lies looking at the clouds, to force it to listen to religious exercises it does not understand. The music of the birds and bees is more likely to arouse its spiritual nature than the music of an organ. "I guess that fellow never was a boy," said a little boy when his teacher had unreasonably interfered with a game. There are few

of us who do not give our scholars reason to come to a similar conclusion every day. He is the best teacher who most clearly remembers the feelings and thoughts of his own boyhood. You cannot force maturity on a child in feeling, motive, thought or action without making it a hypocrite, and you can make nothing worse out of it. The darkest hour in a child's life, is the hour when it draws a curtain over the windows of its heart to shut out mother or teacher, and deceit usurps the place of honest frankness.

Seventh.—Growth cannot be forced, and the attempt to force it checks spontaneity, and weakens individuality. Teachers often try to be power for their children, instead of guiding powers already existing in the pupils. They try to force growth, or to restrict growth instead of providing the best conditions of growth, and reverently allowing growth to proceed in accordance with Divine law. They try to improve the flower queen by opening the rose-bud instead of strengthening the rosebush. How grandly nature's laws act! The sun never commands the flower to grow; nor does the rain say chidingly, "Drink or you shall not grow." The rain falls gently, the sun shines brightly, and the flower becomes strong and beautiful.

The child is full of holy aspirations. Lead these aspirations out, and everywhere in the wondrous world they will find corresponding beauty, whose enjoyment will prepare them for the appreciation of the supernal glories that throughout the universe await the recognition of a higher spiritual insight. Each young heart in your class has a thousand strings that should pour forth enrapturing harmony forever. Break none of the strings. Dare not to play on the wonderful instrument yourself. No other hand can reveal its melody, but the hand of the child who owns it. Control the child, but your control should consist in letting in the sunshine to its life, that it may stir to action, and through action grow to greater life.

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### **SOME DUTIES OF THE TEACHER.**

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BY MRS. ELEANOR PLUM.

[Abstract of a paper read before the Summit County Teachers' Association.]

The day had been fraught with many cares, and I closed the school-room feeling weary, puzzled, and somewhat discouraged. Things had gone badly. One pupil from whom I expected better things had manifested a spirit of insubordination—not suddenly

but gradually, by unpleasant looks and little disorderly acts, homeopathic doses of insubordination which all my skill failed to prevent.

The day had not been wholly bad. A score of merry voices had bidden me a cheery "good morning," little soft hands had been slipped tenderly into mine, little Willie had brought an offering of flowers, and many pleasant smiles had been directed toward my desk. But for the while I forgot these pleasant tokens and thought only of the one wayward pupil. I had been very much exasperated and used some severe words. Almost unconsciously I began to call myself to account for these. The inward monitor sanctioned what I had done in part, but not wholly. The question, Have I done my whole duty in the case? would still come up. Then came the thought, What a wide field the word duty covers! "How incorporate it is with the true existence of all things!"

From duty in the abstract, my thoughts turned to school duty. My first inquiry was, Is it my duty to enforce thoroughness, studiousness, obedience and morality, upon those who are old enough to know their own duty and their own highest interest? Or would I be justified in permitting them to follow their own inclinations, and thus retain their good will? I have often observed that pupils are apt to take offense at reproof, even though well-merited. Is it my duty to take the risk of giving offense and making myself unpopular with my older pupils? If I give my older pupils large liberty and refrain from administering reproof and exercising discipline, will I not thus render myself popular with both pupils and parents?

These are only a few of the many questions that came to me and which I pondered. I came to the conclusion that my duty to my pupils is exactly that of a parent to his children. The child, while in the school-room, practically belongs to the teacher. Then the way to decide such questions is to ask, What would I do with Lucy under similar circumstances if she were my own child? The teacher that follows this course will not deviate very widely from the right.

How great is the teacher's responsibility? He stamps upon his pupils, in greater or less degree, his own individuality. The moral atmosphere he begets in the school-room is that in which his pupils live and move. Our energy or lack of energy, our cheerfulness or lack of cheerfulness, our amiability or surliness, our earnestness or indifference, work for us weal or woe in school re-

sults. Some one has said that the world is like a looking-glass; smile at it and it smiles back at you, frown at it and receive a frown in return. It is so in the school-room. We may see the reflection of our own spirits in those of our pupils.

It is the teacher's duty to read widely. He should know much more than he is called upon to teach. He should be able to add interest and life to every lesson or recitation by supplementing the text-book. With all the aids the teacher can now command, information on general lines should be widely diffused, even in the more remote country districts. Of course it costs something for the teacher to supply himself with the necessary books and periodicals; but judicious expenditure in this direction always brings returns. One teacher, accustomed to spend freely in this direction, said to me, after he had secured a long coveted position at a good salary, "I have spent a good many dollars for literature and school supplies, but I feel that every dollar so spent has brought me back twenty." This teacher belonged to the union of which Longfellow speaks in *Hyperion*: "We behold all round about us one vast union in which no man can labor for himself alone without at the same time laboring for all others." And it may be added that no teacher can labor unselfishly and devotedly for his pupils without getting good to himself.

It is the teacher's duty to get as near to the hearts of his pupils as possible. There is no control so beautiful and so happy in its results as that of the teacher who rules by love. Truly love is the greatest thing in the world. The teacher with a loving heart can readily put himself in the pupil's place, and he will often do so. He will often ask himself how he viewed school life when he was a child—what was most irksome and trying to him, and what he most liked in his teacher and why. Let me ask you, my fellow teachers, who of all the teachers of your childhood had most influence over you? To whom were you most deeply attached? Was it the one who stalked into the room without a smile or a glance of recognition? And when you could not understand those dreadful clock problems, he said to you, "Young man, you'll find out before you get through this world that you can make no great attainments without an immense amount of hard work, and you'd better begin now and work that problem for yourself." Or was it that other teacher who, when you had failed after repeated efforts to master the problem about "John Jones's estate," patted you on the head and said, "Well Dick, I admire your grit; you have been working



like a beaver. Do you want to try it again, or shall I help you?" Didn't you like arithmetic after that? And didn't you like that teacher? I know you did.

It is the teacher's duty to be attractive—I think so, at least; but once when I said so, I was met with the reply, "That is all nonsense. . If we are not naturally pretty we cannot make ourselves so." If we do not make our own looks, we at least put on the finishing touches. We can avoid harboring thoughts and feelings that mar our faces, and we can cultivate neatness and refinement, which are always attractive. A pure, sweet spirit may shine through a homely face.

"Many a homely face is fair,  
Because a pleasant soul shines through."

I know a little girl who, after watching the expressive features of a homely woman, said, "Miss A, I think you are the prettiest lady I ever saw." The child was fascinated by the generous and affectionate spirit which shone out through Miss A's eyes and played in such pleasant smiles around her mouth. It is not the turn of features nor the clearness of complexion which attracts children; but the turn of mind, warmth of heart, and agreeableness of manners.

It is the duty of the teacher to make the school attractive. This may be done in various ways. One way is the reading of choice selections,—pretty stories, poems, etc. I think it was Goethe who said, "Every one should have a hearty laugh, see a pretty picture, and hear a pretty song, every day." Even quite young children delight in listening to some of the poems of Whittier, Longfellow, and Tennyson. If you have not tried them in your school, you and your pupils have missed a treat. And in such reading, talk with the children and encourage them to talk about what is read. Make your school-room home-like, and make your pupils feel that it is good to be there and good to have you there with them.

On one occasion I had been reading to my pupils from Whittier, and soon after there was a rain-storm, followed by a beautiful rainbow. I called the children from their seats to look at the beautiful scene. The bow seemed fastened like a handle to a large forest, as if it were a huge hanging basket let down from the sky. One little girl, after looking long and earnestly, turned to me and asked, "Isn't that what Whittier meant when he said,

'Aloft on sky and mountain wall,  
Are God's great pictures hung.'"

Of course, if we read to our pupils we must know what to read and where to find it. This implies wide reading and wise discrimination on the part of the teacher; but this of itself brings rich fruitage.

Another duty of the teacher is to train his pupils into habits of industry. The less idleness in school, the less mischief and disorder; and the more industrious the school-boy, the more industrious the man he becomes. "The ruin of many a man dates from some idle hour. Occupation is the armor of the soul, and the train of idleness is borne up by all the vices. There is a satirical poem in which the Devil is fishing for men, adapting his baits to the tastes and temperaments of his prey; but of all he preferred to fish for the idle man, because he would bite the naked hook." Our pupils should be taught to abhor idleness, realizing that

"There's pleasure in toiling,  
That sweetens our rest."

We ought to take a deep interest in the spiritual as well as the physical and intellectual growth of our pupils. If there is no reverence for sacred things in the child's home, the teacher should see to it that he finds it abounding at school. "It is a grander thing to win a soul than it would be to launch a new star into space; for when all the stars are dim, the soul will shine on."

Let us not despair though immediate results do not follow our efforts. "All things come to him that waits." Whatever abilities we have belong to God and our race. If we cannot do great things, let us be ever doing little helpful things. Let us speak hopeful, encouraging words to the struggling and discouraged.

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### POWER OF HABIT IN EDUCATION.

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These weighty words from Garvey's *Manual of Human Culture* are worthy to be read and pondered again and again.

Every action we perform, every thought that crosses the mind, every emotion we feel, is in reality the beginning of a habit. If the habit be never established, it will be only because the state of mind indicated by the action, the thought, the emotion, has not been repeated sufficiently often to awaken and determine upon it the strength of the iterative power. When once this power is worked up to its full force, and directed in any line of thought, emotion, or action, it will carry the mind along that line with a force it has no power to resist. It may be compared to a mountain torrent. When it first breaks forth, it wanders for a time uncertainly,

but having once worn for itself a channel, it will settle down to it, and continue in it for ever.

It is impossible to exaggerate the importance of single movements of the mind. The impulse it receives is never lost. The iterative faculty catches up and incorporates with its substance the force that moves it. It is something awful to tamper even slightly with this dread property of the mind. No human being is competent to say that he will do any act only once. The very act which is to be his first and last of the kind deprives him of a portion of the power to resist the inducement to it, and in exactly the same ratio increases the force of the inducement over the mind. On the other hand, the resistance of a manly and reasonable mind to the commission of a first act which is wrong or doubtful, strengthens its power of resistance to future inducements, and at the same time weakens their force. He who does for experiment an act of which he cannot approve, takes the first step to enlist the tremendous iterative energy on the side of evil and wrong. He who resists inducements to wrong, takes the first step to enlist iterativeness on the side of right. Both lay the foundation of habits, but one is a habit of subjecting the reason and the will to the passions, the other of dominating the passions, controlling them, of saying to them, You are like fire, good to cheer and warm whilst you are kept under, but an element of ruin when you get the upper hand—raging, burning, and leaving behind only black ruin and the ashes of a fruitless repentance.

He who can thus regard his desires and passions even once, has done a great thing. He has begun to lay up a force of self-control; he has made his first deposit in the savings bank of the soul. It may be small in amount, but it is real, substantial, and it will grow with compound interest. It is a treasure far more precious than gold or silver, for it gives to a man what they cannot, the power of pausing before yielding to any inducement, of considering the course of action to which he may be solicited. It enables him to survey the long future, instead of abandoning himself to the brief present, to deliberate upon consequences, to walk with his eyes open in the light of reason, instead of shutting his eyes and stumbling blindly where passion may impel him.

The man who diligently studies this property of the mind, will stand aghast at the idea of provoking the retribution with which it visits every act that violates his nature. He foresees with absolute certainty the effect which his actions and indulgences must have

upon his own mind. Not merely the immediate consequences—these he might probably be disposed to encounter for the sake of the immediate gratification—but the far more terrible future results which bring no compensation: the consequences which end in the formation of habits that run through and govern all subsequent changes and operations of the mind, and, like the undulations of water, are propagated over the whole extent of his existence. With the knowledge that the iterative faculty stands forever wakeful, ready on the spring to seize what is offered to it, and to blend it with the very essence of the mind, it will not be easy to delude a man into the notion that the influence of the deed he is solicited to perpetrate for his present gratification will cease with the gratification. His mind will be carried forward involuntarily into the future; the habit of deliberation will compel him, in spite of his passions, to ask himself the solemn question, Whither does this lead? he will be forced to contemplate the long chain of disastrous sequences, which must henceforth bind him to his crime for life, if he consent to that act which rivets its first link.

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### EDUCATIONAL THOUGHT.

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There is not half so much danger that the material and industrial interests of men will suffer from want of proper attention in school, as that the intellectual, moral, and spiritual interests will suffer from neglect. Society suffers greatly to-day because of undue attention to the material and neglect of the higher and better things.—*Ex.*

The mind is its own builder. It is the business of a teacher to attend this builder, and supply the right material in proper quantity at the right time. To deluge the builder with ill-prepared and unassorted material does not facilitate the process of building.—*Anon.*

We should have more reading in the schools, and infinitely more training in oral expression than we now have; but none of the paralyzing process we call oral reading. I do not refer merely to the oral droning that all teachers ridicule, but most teachers develop; I include the best oral reading done in any school in the wide world. Even the best is relatively unproductive, and is weakening to self-expression and character. Reading is thought extraction, not thought expression. Oral expression is a natural power; ability to get thought from visible language is an acquired power. We should

never destroy a natural power in acquiring a new power. Oral expression is an ever growing power. It would keep pace with the growing soul, if it were trained as self-expression, not as the expression of the thought and language of others. There must, however, be definite formal training of all forms of self-expression.—*Inspector Hughes.*

A good outline of knowledge in the mind is like a net that catches up every additional item of knowledge we may acquire from books or men, or from meditation; but it does more than a net, for it arranges every fresh accretion of knowledge according to its natural and logical affinities. Such an outline is to the furniture of the mind what a good index is to a book; it renders the whole of the contents accessible, and immediately available.—*Id.*

Nothing can relieve the mind from the necessity of giving suitable attention to the subjects of study; and the short cuts and royal roads to learning that are proposed only enfeeble the faculties, destroy our reliance on them, and induce a helpless dependence upon artificial expedients.—*Id.*

To get into the mind of a youth a good, well-defined idea of what he ought to be in mind and body, will do more for the development of both than the most severe study. The idea will be always struggling to realize itself, will exercise a suggestive force over the thoughts, and will furnish a guiding and restraining power over the emotions and passions.—*Garvey.*

The great difficulty to be encountered with young learners is the perpetual wandering of their minds. Their susceptibility to the excitations of the external world is so extremely sensitive, that sounds, sights, and other sensations, which would be wholly unnoticed by a mature mind, are constantly drawing off their attention from the subject in hand. There is as much danger to the development of the mind in roughly checking this fugitive disposition as there is in permitting its full indulgence. We must remember that the faculties of the child are opening to a world that is wholly new, that everything is as yet full of wonder and delight to it, and we must take care that we do not associate with the very pursuits in which we desire to engage the child a feeling of unpleasant restraint, whilst all other pursuits offer it liberty.—*English Writer.*

It is a fatal mistake to suppose that a slow and heavy intellect indicates a deficiency of power. It will, in its own way, make attainments quite equal to those picked up by intellects more brilliant

and alert. Nay, its acquisitions will in general be better secured, and more deeply grounded. Such pupils, however, generally labor under immense disadvantages; they are looked down upon by teachers; they are unfavorably compared with their classmates, they are often blamed by their parents for not moving with a rapidity which nature has denied them, and the ability they really possess is underestimated and discouraged.—*Manual of Human Culture.*

The relative importance of study and recitation is attracting the attention of educational writers. Of late years there has been a constant tendency to exalt the teacher, and in doing this we have possibly exalted the recitation above its proper rank as an educational factor. When the child enters school he is absolutely dependent upon his teacher. Illustrations and explanations are necessary. He must be interested in his work by means of mechanical devices and expedients, designed to arouse and fix his attention. As he progresses from grade to grade there is less occasion for their use; and in the hands of a skillful teacher he should become in a great degree independent of them. Unfortunately the drift of school education is to keep the teacher in the fore-ground, forgetting that the object of the school is really to develop a self-sustaining spirit in the child, and make him able to conduct his own education as life goes on.—*Iowa Sch. Journal.*

The cultivation of the reason cannot begin too soon. Authority should never be substituted for reason where the influence of the latter is available. Children begin to inquire why things are as they are long before they get credit for it; and to snub them with authoritative dogmatism is to nip their reasoning powers in the bud. To be able to assign a satisfactory cause for everything, is, on the contrary, to elicit and foster the reason of the pupil, to enlist it on the side of the teacher, and to make it his ally in his arduous duties. When the reason is thus habitually appealed to, its exercise becomes a habit, and the educator will find no difficulty in impressing it with the wisdom and pleasantness of courses calculated to promote the pupil's welfare.—*Michael Angelo Garvey.*

Yon Scotch lad is controlled by his father's iron will. His duty in childhood and youth is unreasoning submission to law. There is power even in such discipline. In the boy's soul dread of parental authority becomes in time a solemn veneration for the majesty of law; and reverent submission to the human father rises into devout subordination to God, and forms the granite in Scotch character individually and nationally. Such training makes men

strong, but narrow. It places law above liberty, and recognizes the power of the Creator more than His love. It values individual rights more than individual growth. This is control without spontaneity. In too many American homes we find spontaneity without control. The results are usually disastrous. Control alone is better than spontaneity alone for perfecting strength of character; better even for the development of productive spontaneity. Untrammelled spontaneity would be the ideal educational condition, if all natural tendencies were toward truth; or if all children had from their earliest years enlightened consciences, developed wills, and a recognition of the rights of others so clear as to make them unselfish, and so strong as to be a controlling force in their lives. Unfortunately uncontrolled spontaneity often means unbridled evil and moral anarchy.—*J. L. Hughes.*

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### PRIMARY READING.

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The schools having just begun, many young teachers will be asking themselves how to teach reading to beginners.

Some will no doubt employ the old-time alphabetic method, others the word, some the phonic, and still others the sentence, method.

Many teachers are partial to the alphabetic method, because they first learned it themselves.

If, however, they will lay aside their prejudice, I think they can find better ways.

The four ways above named cannot all be used in the beginning, because they will confuse the mind of the little reader and discourage him.

Two methods can be used at the same time, but must be combined to be effective. The two most natural are the word and sentence methods, and the child should be taught in *script* from the blackboard and *not from a book*.

The following plan is not "iron clad," but is very good :

Select enough words to form a sentence which will have meaning to the pupil, or, take the name of some object that he is familiar with—such as, doll, cat, cow, dog, or any other—and ask him to tell you something it can do. He will probably tell you "The cat can run." Write this on the board. He knows the meaning of this because he has seen the cat run at his home. Now you can call his attention to the words that compose the sentence. The

word "cat" he will readily associate with the real cat at home, or the picture cat, while the word "run" he associates with the cat's action just as readily, leaving only two words to be memorized.

Now you can take the word "dog" instead of "cat," and form another sentence giving the pupil another thought with only one new word. In this way it will be necessary to introduce probably ten words the first day in order to get a variety of thoughts.

The sentences should be varied as much as convenient, giving a variety of thoughts with the same words. I would at first make only a few words begin the sentences, because changing too many of the words to the first of the sentence and commencing them with capital letters is apt to confuse, as the appearance of the word is changed.

I would not permit him to have a book of any kind for two or three months. Neither would I attempt to teach him the letters of the alphabet nor their sounds during this time.

Avoid the use of too many words each day.

One or two new words each lesson are enough, aggregating about five new words each day, for a month or two, when the number can be increased a little. At the end of two months, reciting four times a day, the child will have recited 160 lessons with a vocabulary of a little over two hundred words. This is not acquiring the names of words very rapidly, as much of his reading has been with familiar words and varied thoughts, which would give him a better expression than the memorizing of many words at the start.

"As the twig is bent, the tree's inclined." If the proper expression is acquired at first the battle in after years is much easier for both teacher and pupil.

In the average book he would in a less number of recitations use about double the number of words, thus necessitating too much attention to the names of words and not enough to the proper expression. It is surprising how many different thoughts can be expressed with twenty-five words.

The words should be kept on paper and their uses carefully watched. It will be found that some must be used in many different sentences before the pupil will know them thoroughly, while others will be learned at once. The words "I see a," and some others, will be learned almost by once using. They will also assist in the beginning of sentences, as their form is not so much changed by the use of capitals.

The words should be familiar. Some long words, such as



“mamma,” will be learned more easily than others with but two letters.

It will aid in after reading, if the words are selected partially from the book the pupil expects to use first.

Questions should be asked about the words and the sentence to bring out the thought.

Some of the reasons why the book should not be employed at first are as follows:

First, The book may not contain familiar subjects to the child, thus making the lesson dull and uninteresting.

Second, The language of the book cannot be varied, hence the pupil will learn the sentence by heart and only know the words by the place they occupy in that sentence. This is averted by using the board and changing the position of the words by forming new sentences of the same words.

Third, Script is more connected and the child seems to learn it more easily than print.

Fourth, The book has no life, and none of the kind necessary for the beginner can be injected into it.

Fifth, and a very important one, The book is likely to contain too many new words in each lesson, making the task of learning and remembering the words employ the energy of the pupil at the expense of acquiring proper thought and expression.

Books introduce from four to ten new words in each lesson; hence, if the pupil learns four lessons a day he must learn from sixteen to forty new words per day! If he takes a day on one or two lessons it becomes dry and monotonous, or results as stated in objection number five above.

After the pupil has taken the book you can call his attention to the letters and their sounds, which will then aid him in determining what other new words are.—*Chas. Van Dorn, in Pub. School Journal.*

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## SPELLING.

BY ELIZABETH C. WHITE.

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I have carried out the following plan with my class with success. It can be modified to suit older pupils. During the months of September and October no attention is paid to spelling for spelling's sake. The children have copied with me and under my constant supervision short words. By this means they have acquired some ability to *see* correctly, and to reproduce *what* they see.

This is preparatory work for spelling, though it serves for excellent writing lessons. The children have been taught to read phonetically, and incidentally the names of the letters were given.

The distinction is early made, that the *names* and the *sounds* of the letters are different things; that when we read we think of the sounds, but when we spell or write we have to think of the names; that the *names* of the letters are always the same, but that the sounds may vary.

#### LESSON.

Standing before the board with a piece of chalk, the teacher says she wishes to write the word *man*, and would like the children to tell her how; but that they must call out the names of the letters, not the sounds. The class may sound the word together, or the teacher may give each sound and call for the name, writing it on the board as soon as the name is obtained. This, of course, is in a measure phonetic spelling; but at the very commencement, a connection between the two must be made.

After the word is written, call attention to each letter. Ask how many letters they can find in the word. Name the first, second, and so on. Have the class repeat the letters in concert, the teacher pointing to each letter as it is pronounced. When all are given, have the word spoken as a whole.

Repeat with a dozen or so words until the idea is fixed, that when they are asked to spell a word orally, or write it, they must think of the names of the letters.

After the class has learned to copy accurately, place upon the board every Monday morning ten new words. At a certain time each day, these words are pronounced and spelled orally. Each word is examined separately, the letters are pronounced slowly, the teacher pointing to each letter as it is named. The children are then asked to close their eyes and name the letters in the words; they then reproduce them on their slates for busy work. This also obliges the child to look critically and copy carefully; and he learns by this not only the word itself but the forms of all the letters.

Friday is the gala day, the day they look forward to with so much pleasure. Again the words are spelled and then erased from the board. The children are given paper and pencil and reproduce the words from memory, the teacher merely naming them.

It is marvelous how well these tiny folks can do. How anx-

iously they will watch to see if their papers are among the ones chosen to be sent home.

I have given about four or five minutes a day to spelling, and have taught only ten words during the week. If the words seemed difficult, I have often given the same set two weeks in succession. The words learned during the year have been taken from their First Readers. They were simple and short, and such as the children use constantly in the second year's language work.

They will often of their own free will construct sentences on their slates of the words they have already learned, showing that they appreciate and realize the ultimate use of all spelling.

Towards the end of the year I have often had from the brighter ones of the class, letters written to me telling of pets, toys, or holidays, and this from children less than ten months in school. The sense of power these children feel in being able to make their wishes or ideas known to you through paper and pencil will repay any extra trouble a teacher may take.—*Popular Educator*.

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## GRADING COUNTRY SCHOOLS.

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Grading the country schools means a simple, progressive line of education followed intelligently from term to term, year to year.

It means the country schools, instead of drifting here and there, are marching forward upon a well developed plan of educational purpose, with a methodical tread, not with a chaotic stumbling.

In 1879 a plan for grading the country schools of Michigan was submitted to the educational head of each county, and a majority of the counties accepted the plan and are now following it with wonderful results, among which may be named:

1. Better scholarship.
2. Better attendance.
3. A greater number of boys and girls taking a liberal education.
4. A much greater interest is taken in education by the patrons of the schools.
5. Teachers are hired by the year and paid better wages.
6. School *keepers* are giving place to school *teachers*.

In Oceana county, since the adoption of the graded plan, we

have graduated twenty pupils, twelve of whom, after teaching one year, were rehired in the same schools at an advance of wages.

Our attendance has increased ten percent greater than increase of population.

Our boys and girls, when intelligently started in grades remain therein until graduation.

Patrons see that a good country school gives a good foundation, educationally, to their boys and girls, many of whom never attend any other school.

Our teachers learn that efficient work in the school-room gives them a reputation which raises their wages; this leads them to make a better preparation for the great work of teaching, and this results in an additional uplift to the country schools.

We have a graded course of reading for the boys and girls in our country schools, beginning with the young pupils and running through the whole country school life. We are thus broadening and supplementing the text book; giving the children a love for a pure literature; planting their feet and establishing their way upon the solid ground of a nobler manhood and womanhood. The graded course of reading affords entertainment as well as instruction for our country boys and girls; life is less sombre and the greensward is being broken for a higher, nobler life.—*D. E. McClure, Commissioner Oceana County Schools, Mich., in Popular Educator.*

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### PRIMARY NUMBERS.\*

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MISS MYRA GREENFIELD.

“The science of arithmetic is one of the purest products of human thought. It was aided in its growth by the rarest minds of antiquity and enriched by the thought of the profoundest thinkers. It comes to us adorned with the offerings of a thousand intellects, and sparkling with the gems of thought received from the great minds of nearly every age.”—*Brooks.*

The basis of arithmetic is number, but as yet there is no really satisfactory definition of number. The usual definition given in text-books is: A number is a unit or a collection of units. The best definition as given by Parker is, that number definitely limits objects of the same kind as to how many.

At the outset, we must decide in our minds whether we will teach

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\*Read before the Saginaw Teachers' Training College, 1891.

numbers by the method of analysis or synthesis. The former, as you know, would have us go from the whole to the parts, and the latter from the parts to the whole. Here our knowledge of psychology comes to our assistance and tells us that a child's mind in its activities invariably follows the method of analysis. But almost instantly after this act of the mind the child will combine the parts into the whole. The teacher, therefore, should proceed by the analytic method, and follow it at once with the synthetic. Again, the old method made 10, 100, 1,000, etc., the units of the work. The new plan, based on the natural growth of the mind, and now used by the best primary teachers, makes every number to and including 100 the unit.

The study of numbers has two values, a practical value is its use in the ordinary business affairs of life. Its disciplinary value is seen in its power to train thought, and fit the mind for severe and long-continued exertion. The aims in teaching numbers are neatness, accuracy, and rapidity. These three should be blended in every lesson. Train the pupils to do neat, correct and rapid work.

We must teach numbers and not the language of numbers. Every word that the child learns should be accompanied by the thought which it expresses. Children may know the oral words four and five, or may know the figures 4 and 5, without an idea of how many objects they stand for. The great aim in teaching numbers is to give power to the pupils, and how can we do this unless thoughts be conveyed with the words. Hence, too, the reason for not using mathematical terms at the start.

The language of numbers is made up of idioms which have little or no analogy with the rest of the language. These, as "minus" in subtraction and "times" in multiplication, often mislead the child. But since we wish to give the child ideas of numbers and their relations, let him use his own words to express what he sees until his ideas are fixed in his mind. Then we may gradually introduce the conventional idioms by using them ourselves.

At the time of entering school the child's mind is undeveloped. His first abstract notions are those of number and form, but the average child at 6 years of age has not a distinct and correct idea of numbers above 3, or even 2. The teacher must guide the child's mind, and change these vague and incorrect notions into clear and accurate ideas. During the first year we should go very slowly, and not attempt to teach more than all the combinations of numbers to and including 10. Teach every new number as a whole and

as a concrete number, since we should teach the concrete before the abstract. In doing this, use various articles appealing to the senses that may awaken an interest and curiosity. After the child can recognize the number readily, lead him to discover facts for himself about it. Let him take the number of objects and tell what he can see in it. Then fix these facts in the mind of the pupils by repetition, and apply what they have found, in small problems. Objects should not be dropped until each child is familiar with the number being taught.

Let the four operations be taught at the same time. When a child sees that 2 and 2 are 4, he sees at the same time that two 2's are 4, that there are two 2's in 4, and taking away one 2, there would be a 2 left.

In all this work use the primary aids. The abacus, the sticks, and blocks may be used for counting and making simple combinations. In a lesson on fractions, use colored yarns, slips of paper, and natural objects. Numeral frames should be on each desk to be used in making small combinations for busy work.

When the pupil enters the second grade, he has a clear idea of the number 10 and all below it, and is ready to take higher numbers. In this year's work, use the sticks, blocks, and balls in introducing a new number, but it is not necessary to use them so much as hitherto. Numeral frames with ten beads on the wires should be placed on each desk, and a bead added whenever a new number is taught. In studying new numbers, let the pupils find things for themselves. For example, let the pupils study the number 15, each having fifteen sticks in his hand. How proud they look when they have found a combination all their own. One eagerly announces that three 5's are 15. He will not be very apt to forget it, for he has found it for himself.

As the pupil passes on to the third year of his school life he is capable of advancing more rapidly than ever. Few objects should be used this year. Toy money may be used for making change, and measures for teaching the tables. A new feature of this year's work is the teaching of written work. Teach addition and subtraction first thoroughly. In doing this, notation and numeration should be taught. This may be well done by using a board having series of holes in it which are graded in size to represent units, tens, hundreds, and thousands. By the use of sticks, placing them in the holes, addition and subtraction are made very simple and easy. There is no borrowing or paying back, as formerly taught.

In all primary work, let the pupil discover as much as possible for himself. In so doing a class will usually become intensely interested. Train the children to be intellectually independent. Have frequent lessons in quick mental work. Mental activity is as much a delight and a necessity to children as physical activity, and teachers should possess the art to control and guide the force that is constantly being generated in their pupils. Make a plan for each lesson and have as much variety as possible. And let me say right here that the success of the teacher in the school-room will depend in a large measure upon the preparation she makes for every recitation. Judge of your progress by the increasing power of attention on the part of your pupils.

There are many devices which may be used to excite attention. In making change with money, the pupils delight to play store. A circle drawn upon the board with a figure in the center and several outside may be used to advantage in reviews. A vertical line placed on the board, with several figures at the right and the signs of operation at the left, will excite interest. In the first grade the following plan may be used: Place numbers of dots, crosses and stars, as three dots, six stars, etc., upon the board, and draw the curtain over it. How delighted the little folks are to go up and find something that has been concealed under the curtain. Numbers of blocks may also be hunted upon the table. In teaching pupils to count by twos, threes and fours, colored strips of paper may be made into chains by pasting the ends. Occasional arithmetic matches will excite enthusiasm in the pupils. Separate your pupils into two classes, letting them work against each other. Place a few combinations upon the board and let pupils work them upon their slates. As soon as a slate is finished, have it placed upon a chair in front. By this means the pupils who finished the work first will have their slates at the bottom of the pile. When all the slates are on the pile, mark them, the top slate 5, the next 10, etc. Since the lowest slates will have the highest marks, the pupils will strive to get their slates as near the bottom as possible.

A class in numbers may be wrought to a very high pitch of enthusiasm. Lessons in number introduce the pupil to subjects which afford a higher exercise of mental power than almost any other study in the lower grades. It is a valuable means of awakening intelligence, of forming the judgment, and of developing the reasoning faculty. May the teacher study the subject and lead her pupils in the best and surest path to knowledge and power.—  
*Moderator.*

## NOTES AND QUERIES.

## GARRETTSVILLE A TOWNSHIP.

An inquiry as to whether the village of Garrettsville, Portage county, Ohio, is a separate township was submitted to Supt. C. T. Northrop, of that village and the following reply has been received:

Garrettsville is a separate township. Its corporate limits are co-extensive with its township limits. The township is  $1\frac{1}{2}$  miles square, having been taken from Nelson township and Hiram township. A trifle more was taken from Nelson than from Hiram. This was accomplished by a special act of the Legislature. The township of Toledo, Ohio, is a similar case, the city limits being co-extensive with the township limits. I believe no other similar cases exist in this State.

C. T. NORTHROP.

## \* QUERIES ANSWERED.

Q. 321.—The silent letter has four leading uses:

- (a) To modify the sounds of other letters in the same syllable.
- (b) To indicate the proper pronunciation of syllables and words.
- (c) To determine the signification of words.
- (d) To show the origin or derivation of words.

E. S. J.

Similar answers by F. J. BECK and E. B.

Q. 322.—“Pigeonhole.”—so called from the resemblance of a row of them to the compartments in a dovecote.

F. J. BECK.

Q. 323.—Wordsworth, Southey, and Coleridge were the “Lake School of Poets,” because they were so attracted to the beautiful scenery of northwestern England in the “Lake District,” as to take up their residence there.

E. S. JONES.

“Lake Poets” is a nickname given by the British “to a certain brotherhood of poets, who haunted for some years about the Lakes of Cumberland,” and who were erroneously thought to have united upon some settled theory of composition and style. Wm. Wordsworth, Samuel Taylor Coleridge and Robert Southey were regarded as the chief representatives of this so-called school; but Lamb, Lloyd and Wilson were also included under the same name.

F. J. BECK.



Q. 324.—New Year comes first on the earth at Pitcairn Islands; and comes last at Philippine Islands. Pitcairn was settled by Spaniards who sailed east, and Philippine by Spaniards who sailed west. The time on Pitcairn is about 55 hours ahead or faster than the time on the Philippine. J. W. JONES.

Q. 325.—To study is to observe, to think, to formulate for expression. Thring gives this rule: "Sense first, think, then write or speak." The teacher who really teaches, is, at all times, leading his pupils to see and hear, to think, to express; so they learn to study. In its current sense, to study is to get information from the printed page. Where special instruction in the art of studying seems to be needed, it is a good plan to have the class read a lesson over, stopping at intervals—after each sentence if necessary—to "sense" what has been read, that is, to lead pupils to select the principal thought, fix it in their minds, and group about it the subordinate or incidental ideas. If the requirements of the recitation are in keeping with this method of study, the pupils will soon use it independently. LOUISE JOHN.

Q. 326.—"To know" is an infinitive used adverbially with the verb "ought." "To rise" is an infinitive with a predicate adjective use, and modifying the subject "sun." E. R. C.

Q. 327.—The whole phrase "soldiers to march" is object of "ordered." "Soldiers" is subject of the infinitive "to march," and "to march" has the construction of an adjective and limits "soldiers." "Horse to be fed" is disposed of in a similar manner. E. B.

Q. 328.—"Liberty was theirs as men." "As," is a preposition, shows relation between 'men' and [right]. "Men" is object of preposition "as."

Q. 330.—The problem *can not be solved by arithmetic*, but can by the following geometrical theorem. If to a given point in an equilateral triangle, lines be drawn from each of its vertices, its area will equal one half the sum of three equilateral triangles whose sides are the lines meeting in the given point, and three times a triangle whose sides are the lines.

Solution:  $1200.31065$  sq. rd. in three equilateral triangles whose sides are 36, 30 and 24 rds.  $1071.5085$  sq. rds. in three times a triangle whose sides are 36, 30 and 24 rds.  $(1200.31065 + 1071.5085) \div 2 = 1135.90957$  sq. rds. in the given triangle; and whose side is  $51.218$  rd. W. H. CRECRAFT.

Draw the triangle ABC, letting (the base)  $AB = 36$ ,  $AC = 30$ , and  $BC = 24$ . On the lower side of AB describe the equilateral triangle ADB. Now, draw CD, and it will be the length of a side of the required equilateral triangle.

Solution:  $36 : (30 + 24) :: (30 - 24) : 9$ , difference of segments of base;  $(36 + 9) \div 2 = 22.5$ , greater segment of base;  $36 \div 2 = 18$ ;  $22.5 - 18 = 4.5$ ;  $\sqrt{30^2 - 22.5^2} = 19.8431$ , perpendicular of triangle;  $\sqrt{36^2 - 18^2} = 31.1769$ , perpendicular of triangle ADB;  $19.8431 + 31.1769 = 51.02$ ;  $\sqrt{51.02^2 + 4.5^2} = 51.218$ , side of required equilateral triangle.

J. W. JONES.

#### QUERIES.

331. What are the functions of the white corpuscles of the blood? E. B.

332. What is the origin of mythology? What benefits are derived from its study? E. B.

333. When a township board of education neglects or refuses to adopt a course of study, what recourse have pupils who wish to graduate from the country schools? H.

334. What eight states were bankrupt in Van Buren's administration? E. G. K.

335. Who were the "bounty refugees" that settled on Pitcairn Island? H.

336. What is meant by a "Congressman at large"? Are there any in the present congress? E. L. G.

337. What is the origin of the term "hoosier," applied to the people of Indiana? O. L. T.

338. What are the origin and meaning of "Dixie's Land"? B. S.

339. Who was the "Bachelor President"? B. S.

340. Your services *as clerk* are no longer needed. Dispose of words in italics. B. F.

So necessary and so excellent a faculty is the memory of man, that all other abilities of the mind borrow from hence their beauty and perfection; for the other capacities of the soul are almost useless without this. It is memory alone that enriches the mind by preserving what our labor and industry daily collect.

## EDITORIAL DEPARTMENT.

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*The MONTHLY is mailed promptly about the fifth of each month. Any subscriber failing to receive a number before the tenth of the month, should give prompt notice, that another copy may be sent.*

*Requests for change of address should be received before the first of the month, and the old as well as the new address should be given.*

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Remember that the prize essays on "The Advantages of American Literature in the Public Schools" must be in by Dec. 15.

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The Executive Committee of the Ohio State Teachers' Association has decided to hold no meeting of the Association in 1893, on account of the Columbian Exposition. This decision has been reached after extensive correspondence with various local associations and individual superintendents all over the State. Concurrence in the decision of the Committee is practically unanimous.

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The large number of pupils sometimes assigned to one teacher in city schools is a great wrong to both teacher and pupils. The teacher's strength is overtaxed and the pupils cannot in the nature of the case be properly taught. A school begins to be heavy for one teacher when it contains more than forty pupils; but we have known a good many schools with double that number, and in one case one hundred and twenty-five primary pupils were taught by one teacher for an entire year. The ancient Hebrews had a juster estimate. The Talmud contains this rule: "If the number of children does not exceed twenty-five, the school shall be conducted by one teacher; for more than twenty-five, the town shall employ an assistant; if the number exceeds forty, there shall be two masters."

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There have come to us recently a good many gratifying expressions of approval and appreciation of the MONTHLY, for which, of course, we are duly grateful. We may be pardoned for quoting from a letter recently received from a well-known Ohio superintendent. He says: "I take many educational papers, but I thought, as I read the last (November) number, that I get more thought from the MONTHLY than from any other, and more satisfaction than from all the others combined. I like the feature of short pithy articles."

The feature referred to by our correspondent is one toward which we have striven for a good while. Our aim is to give the readers of the

MONTHLY well-winnowed thought, with as little chaff as possible. Our first choice of matter is that which comes from members of the MONTHLY household, when well written on some practical live topic; but we welcome from any and every source short pithy articles on educational subjects, which, while they instruct, are calculated to encourage and inspire those engaged in the work. We have of late been doing a good deal of condensing. For example, the present issue contains an original paper which, with the consent of the author, has been rewritten and boiled down to less than one-third of its original proportions. And the excellent article on "Control and Spontaneity;" by Inspector Hughes, of Canada, has been brought within one half the space it originally occupied, without, as we think, marring its unity. In this way we save time for our readers, and bring to them only what is worthy of their time and thought.

And now, a joyful Christmas time to each and every reader of the MONTHLY. Grace, mercy and peace be multiplied.

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*The Advance*, a religious paper, in a Thanksgiving article, takes a hopeful view of the educational outlook, as follows:

"The cause of education has been wonderfully advanced during the year. Schools, academies colleges and all kinds of professional institutions were never so well sustained or so thronged with students. Methods of instruction are decidedly improving. The impulse toward the vastly enlarged popularization of the higher forms of study, of culture, of real mental acquisition, has been signally manifest East and West. The "university extension" idea has been gaining remarkable enforcement. Not only are the colleges and other schools crowded as never before, but the "extension" idea is the grand fashion of the season. Many magnificent gifts for educational institutions have given splendor to the year. Our public school system has grown in public favor, nor are there any valid reasons to fear that the system is likely to be upset."

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## EDUCATION FOR CATHOLIC CHILDREN.

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The conference of Roman Catholic Archbishops in the United States, held in New York, Nov. 15-18, was not open to the public; but it is no secret that the religious education of children was the subject under discussion, which awakened the greatest interest.

As to the best means to provide for the religious education of such children as do not at present attend the parochial schools or Catholic schools of any kind, the council unanimously agreed on the following resolutions: (1.) "To promote the erection of Catholic schools so that there may be accommodation in them for more and, if possible, for all our Catholic children, according to the decrees of the Third Plenary Council of Baltimore and the decisions of the Holy See. (2.) That as to children who at present do not attend Catholic schools, we direct in addition that provision be made for them by Sunday-schools and also by instruction on some other day or days of the week, and by urging parents to teach their children Christian doctrine in their homes. These Sunday and week day schools should be under the direct supervision of the clergy, aided by intelligent lay teachers, and, when possible, by members of religious teaching orders."

The solicitude of the Archbishops for the early and thorough reli-

gious instruction and training of children is commendable, and *all* parents would do well to heed the admonition concerning home instruction. The purpose expressed in the first resolution to withdraw all Catholic children from the public schools and instruct them exclusively in parochial schools is not commendable, but it is not new.

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## PREPARATION OF TEACHERS FOR THE COMMON SCHOOLS.

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A question which is persistently forcing itself upon the attention of thoughtful educators is the preparation of the common school teachers for their work. Talk as we may about a liberal education and professional training for teachers, the fact stares us in the face that liberally educated and professionally trained people will not work in the school room for two or three hundred dollars a year, when there is a demand for their services in other fields at much greater compensation. A few positions in the city schools command superior talent and training; but the great majority of our schools must be supplied with teachers of only limited training and culture. It is evidently the duty of the hour to make the best possible provision for the training of the great body of elementary teachers who must teach without a liberal education. It seems like mere pretense to talk about large State Normal Schools for the complete professional preparation of teachers, when a majority of our schools are suffering for want of teachers with a common school education of *good quality* and such knowledge and skill in school management and methods of teaching as persons of limited education may be capable of acquiring. No greater service can be rendered to the cause of popular education in the near future, than to provide the elementary schools with teachers of at least average intelligence and moral character, who can speak, read and write English with tolerable accuracy and facility, who have a good working knowledge of the common school branches, and who by study and observation have made themselves familiar with school organization, school management and methods of instruction. To this end, schools public and private of every grade should bend their efforts, and those who license teachers as well as those who employ and oversee them should lend their official sanction. This is, beyond all doubt, the educational question of the hour.

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There lies on my table a sketch unworthy of the distinguished artist whose name it bears. The conception may be grand, but the execution is so crude that the uninitiated eye fails to discover anything but the ugly and the repulsive. Such work may be high art, but there is in it neither nature nor beauty. The oak panel beside it shows none but nature's lines and these are all delicate in their tracing, perfect in details. Whatever this artist may have accomplished, his imitators never learn more from him than his faults; they boast of nothing but their defective drawing and their neglect of details, as if these were a proof of genius.

I have seen with pain such imitation artists in the school-room. They have heard of some great teacher who bade defiance to conventional rules and yet by the force of a strong nature proved his ability to train the mind of youth. In their fear of formalism they worship the god of confusion, and their school becomes a bedlam where consecutive thought is impossible. Even Socrates, the greatest of human teachers, sought a quiet place for his most instructive lessons, and secured the undivided attention of his disciples. Noise, dirt, inattention, confusion and shiftlessness are no proof of genius, either in the new education or the old.

M. R. A.

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### GRADING COUNTRY SCHOOLS.

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Our last issue contained a short article (which, by the way, should have been credited to *Intelligence*) from the pen of Dr. Harris, National Commissioner of Education, concerning the grading of country schools. Dr. Harris's views on this subject are calculated to dampen the ardor of the enthusiastic advocates of exact classification in rural schools. He not only deems such classification impracticable, but considers the attempt to secure it a serious evil. "I do not consider," he says, "the evils of the ungraded school to be so great as those of the partially graded schools . . . . . of nearly all the Northern States. They are stiflers of talent in most cases."

It does not need a national commissioner of education to point out that the exact grading or close classification of the city schools is impracticable in the country schools; but we have a firm conviction that a majority of our country schools might be greatly improved by a more systematic planning of the work and such a classification as would greatly reduce the number of daily recitations.

There is no disguising the fact that city schools have gone to an extreme of rigidity in the matter of grading, and there is even now setting in a reaction against it. Our readers may remember the plea, in our issue of last July, by Superintendent Treudley, of Youngstown, for "flexible groups instead of rigid grades." But still we are inclined to say let the work of systematizing and classifying the country schools go on. We do not believe the danger point in this direction has yet been reached or even approached. And if an extreme should be reached in some instances, we shall the sooner find the golden mean. This is true, that whatever classification is secured or attempted, there must be individual instruction. Under no circumstances can pupils be well taught in bulk. Individual habits of study must be formed and individual tests must be applied, and classification has value only as an expedient in aid of the work.

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If a state bought at the price of the Mexican War can secede at pleasure, there is some truth in the statement of an applicant for teacher's certificate that "Texas is the *Loan Star State*."

A.

## THE EDUCATIONAL EXHIBIT AT CHICAGO.

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We are sorry to say that an unfortunate uncertainty still exists concerning the provisions for a full and creditable exhibit of the educational development of this country, at the Columbian Exposition. Early in October a committee of educators appeared before the Board of Directors, petitioning that sufficient space be provided for an educational exhibit worthy of the great interests involved. The requests made by the committee were courteously received, and members were privately assured that the decision of the Board would soon be officially announced. It was also soon after announced through the press that a special education building was likely to be erected. Acting upon these indications and upon the invitation of the Chicago authorities, a majority of the states have undertaken at great expense to prepare their exhibits.

But the long delay of the official announcement concerning the proposed education building, and certain other indications, have given rise to the suspicion among the friends of education that the project is in danger of being defeated, and that no adequate amount of space is likely to be provided for the educational exhibit. Such an outcome would be mortifying in the extreme. Thus to ignore or belittle, in this great World's Exposition, the chief source of our national greatness would expose us to the contempt and ridicule of the civilized world. We hope we may yet be spared this great humiliation.

The committee proposes to call meetings of teachers and friends of education in every state to protest against the low estimate which the responsible managers of the Exposition seem disposed to place on the value of an educational exhibit. Whatever is done in this direction should be done quickly. The existing state of things has already destroyed enthusiasm and checked the work of preparation. Unless the Board of Managers take favorable and prompt action, the educational department of the great Columbian Exposition will be a failure.

Commissioner Corson, in a letter received since the foregoing was written, says: "I think that the Educational Exhibit will come out all right, and that the necessary space will be provided. The work of preparation should go right on."

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## CENTRAL OHIO TEACHERS' ASSOCIATION.

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The annual meeting of the Central Ohio Teachers' Association held at Columbus, Nov. 4 and 5, 1892, was regarded by many as one of the most successful meetings ever held by that Association. The executive committee had spared neither trouble nor expense; and in the latter element of a successful association had been aided materially by the Columbus teachers, who turned over to their hands more than one hundred dollars.

Some of the visiting superintendents arrived in the city on Thursday morning and spent that day and the following morning in the schools; but the majority came in early on Friday morning. The visitors were

received at the station by Supt. J. A. Shawan and a committee of young ladies from the last year's graduating class of the Normal School, and were directed to the various schools, spending the time until noon in seeing as far as possible something of the work done in the Columbus schools. At 2 p. m. the Association was called to order by the chairman of the executive committee, in the Board of Trade Auditorium, and prayer was offered by Rev. Dr. Moore, of the Second Presbyterian Church. This was followed by music by the Schubert Quartette of Columbus. This quartette delighted the audience with music at intervals in the afternoon and evening sessions of Friday.

Principal Abram Brown, of the Columbus High School, gracefully extended a welcome in behalf of the capital city whose "name was the first shot heard round the world." He spoke of the unusual stirrings to pride in country, in its free press and free schools, felt by all this year. From the teachers of the Columbus schools, from its Board of Education, its Board of Trade, its citizens in general, the welcome came to everything that the city afforded, and to the State Institutions of which all are so justly proud. From the members of the Central Ohio Teacher's Association, he extended a welcome to the distinguished former member who had emigrated to the land of grasshoppers, but found it best to return to his first love. Mr. Brown closed with a hearty welcome to educational, Radical, Conservative or Mugwump. The inaugural address of the president, J. C. Hanna, of Columbus, followed. Mr. Hanna spoke of the tendency toward specializing, and of the dangers connected with it. "A bird's-eye view is as noble and useful as a toad's-eye view." He deprecated a narrow view of education, and urged upon teachers the training of every side of boys and girls. The rounded development of the pupil is only possible under the good teacher. "Good teachers, and what next? There is no next." Mr. Hanna then made a most earnest and powerful argument for the establishment of good public Normal Schools. He showed that the teacher's special fitness for his work did not always come with college training, nor from maturity, nor from a faithful conscience. Knowledge of subject is only half. An improvement in education is shown in the honor given to primary schools. Teaching will cease to be empirical and become rational when the State furnishes training for its public school teachers. This training will never come until teachers work for it. The C. O. T. A. teachers must join with all in the State to bring about the establishment of State Normal Schools of a high standard.

President Hanna then introduced Supt. J. M. Greenwood, of Kansas City, Mo., who was heartily welcomed by the Ohio teachers. Mr. Greenwood began his address on "What to Look for in Teaching," by speaking of how other States looked to Ohio in educational matters, and how widely the influence of legislation in Ohio was felt.

He said that teachers and systems might be classified as those that had solidified and those that had still vitality. Life ends when crystallization is reached. The feeling of sadness that one has when looking upon fields only partially tilled is not greater than that caused by find-



ing school-houses in which there is a famine in the teaching. Nothing is truer than that the teacher makes the school. When we see her at work, we inquire, "Is the mind prepared for this? Is there richness in this teaching? Is it life?" Vitality in teaching may be in part acquired, but we need to distinguish the real from the artificial.

Into some schoolrooms we go hoping to find a generous flow of human soul; but instead of finding it, we seem to plunge into a cold wave. There seems to be a constant desire to keep apparent the sign of inequality between teacher and pupils.

Among other good things to be looked for are reserve power in the teacher, stability in teaching—that is, the fixing well what has been taught—teaching subjects in their relations, understanding the individual and how to minister to his needs.

After Supt. Greenwood had closed his address, the audience called for Supt. Fitzpatrick, of Omaha, Supt. J. J. Burns, of Canton, and Supt. H. N. Mertz, of Steubenville, who responded very briefly to invitations to speak.

A most beautiful exercise in calisthenics was then given by the A Grammar Grade of the First Avenue School, under the direction of Anton Leibold, supervisor of physical culture in the Columbus Public Schools. The audience showed its appreciation by round after round of applause.

It is almost impossible in a brief report to do justice to the scholarly paper of Chas. L. Loos, Jr., of Dayton, which, read in a clear and forcible way, held an audience that needed something good to keep it to the end of a long program. Mr. Loos reviewed the systems of education of China, India, Persia, Israel, Egypt, Greece and Rome, and showed how selfish, imperfect and narrow education had been in past ages, how it had failed to consider the individual, had made no effort to develop the man, had not cared to beautify the stone but only to place it in the wall. But with the coming of the Great Teacher, a new spirit had come into education; selfishness had been banished from the ideal education, and from the time of the Venerable Bede down to the greatest and best schools of the present day, excepting during an interval in the tenth century, when it seemed to be lost, Christ's spirit had permeated all true education.

With Mr. Loos's address the afternoon session closed. It is estimated that there were about sixteen hundred teachers in attendance upon this session.

The Friday evening session began with music, followed by recitations by Miss Lucia May Wiant, instructor in elocution and physical culture in Dayton.

The annual address was delivered by Dr. Nathan C. Schaffer, principal of Keystone State Normal School, Kutztown, Pa. It was listened to with the closest attention throughout, all feeling the charm of the simple eloquence of a clear mind and noble heart. Dr. Schaffer emphasized a thought greatly needed by the teachers of the present time; that there is a place in education for thinking by the aid of things; but that the time comes when the mind to do good work must think in sym-

bols. That the good teacher will follow the laws of mind in determining when one kind of work should cease and another kind begin. The address closed with a most eloquent contrast between Napoleon, the destroyer, and Pestalozzi, the creator.

On Saturday morning at 9 o'clock the Association convened at the Assembly Hall of the Library Building. The room did not prove large enough to accommodate the large audience that desired to hear all the speakers. Standing room was at a premium and many could not get in at all. Either the members of the Association had improved upon the bad habit of leaving before the sessions of the second day, or the attractions upon the program had made it impossible for them to go.

The audience gave a warm welcome to Dr. R. W. Stevenson, the first speaker of the morning. Dr. Stevenson began by saying that he had been invited to make an "informal talk" and with some pleasantries upon the meaning of the word "informal," he showed what liberties he could take in speaking. He very vividly described a mischief-loving, natural lad upon his entrance to school, and showed how the teacher produced his ropes of forms and rules and began to tie him into a bundle of conventionality.

Dr. Stevenson described the genius in teaching, under the inspiration of a knowledge of the subject to be taught and a love for the child whom she is teaching, as throwing "pedagogy to the winds and psychology to the dogs."

Supt. Andrew S. Draper, of Cleveland, followed with a clear, logical, argumentative address upon "The Authority of the State in the Education of Her Children." He traced the different theories held from early days in regard to the manner of providing for education down to the present time, when, as a means of caring for the safety of the country, it is believed that all the property of the people must contribute to the education of all the children of our land. Mr. Draper held that it must not be left to each little community to determine just how much education it would have and of what kind. There must be a wise supervision of the schools of a state, with power to enforce a wise policy. Good school-houses must be built, the teaching force must be improved both as to the preparation required for it and the permanency of service, the true line of work belonging to the public schools should be determined, and then educators must not try every new thing that any enthusiast suggests, compulsory laws must be wisely made and carefully enforced. Mr. Draper very cordially expressed his desire to work with the teachers of Ohio in bringing about thorough legislation and the full exercise of the authority of the State in the education of her children.

At the close of Supt. Draper's address, Reynold Janney, principal of the Chillicothe High School, read a valuable paper upon "Let Our Teaching Be Creative." He spoke of the weakness of the common treatment and urged individual treatment. The teacher must have a clear understanding of mind and a definite idea of what is to be accomplished in the pupil. A contrivance must not take the place of the end. The teacher sometimes mistakes the manipulation of the pretty block for the knowledge of cube root.

After showing that in general our teaching should be accumulative and creative, Mr. Janney illustrated very clearly what he meant, by discussing more especially the teaching of Latin and English. It is the opinion of the writer of this article that his paper should be published, particularly for the benefit of high school teachers.

C. P. Zaner, of the Zanerian Art School, Columbus, read a paper upon "Penmanship—Its Importance." Some true statements were made in regard to the opinions which the teachers of other branches had held of the teachers of penmanship, and *vice versa*, and the thought was advanced that a truer understanding of each other's work was now showing itself. The paper contained practical and helpful suggestions for all that had anything to do with the teaching of penmanship.

At this time, the committee on resolutions made a report. Your reporter was unable to obtain a copy of the resolutions, which were adopted, from the President or Secretary of the Association. But her recollection is that after passing all the proper votes of thanks, the Boxwell and Workman laws were endorsed, an emphatic declaration of the propriety of a fair representation at the Columbian Exposition of the school work of the land was made, and that Normal training for teachers by the state was urged.

The following officers were elected: President, A. J. Willoughby, Dayton; Vice-President, G. J. Graham, Xenia; Executive Committee, J. A. Shawan, Columbus; A. E. Taylor, Springfield; N. H. Chaney, Washington C. H.; Secretary, Miss Frank Baker, London.

The Association adjourned after singing the first and last stanzas of "America."

MARGARET W. SUTHERLAND.

Commissioner Corson acknowledges the receipt of the following sums for the Ohio Teachers' Reading Circle:

Sept. 1, Membership fee from Moscow.....	\$ 25
" 11,       "       "       "       Anna D. Stratton, Waverly, Ohio..	1 25
" 16,       "       "       "       J. H. Locke, Winton Place, Ohio..	4 00
" 20,       "       "       "       J. C. Bethel, Flushing, Ohio.....	1 00
" 21,       "       "       "       T. E. Bolander, Prospect, Ohio.....	1 50
" 28, Cash for Pupils' Certificates from Margaret W. Sutherland, Columbus, Ohio.....	60
Oct. 4, Membership fee from Ella Roney, Feesburg, Ohio.....	25
" 4,       "       "       "       T. D. Brooks, Piqua, Ohio.....	1 00
" 4,       "       "       "       E. C. Hedrick, Bremen, Ohio.....	25
" 4,       "       "       "       W. B. Harris, Sylvania, Ohio.....	2 25
" 10,       "       "       "       T. E. Bolander, Prospect, Ohio.....	25
" 13,       "       "       "       Margaret Miller, Shelby, Ohio.....	2 75
" 17,       "       "       "       Mr. Chas. A. Kizer, Springfield, Ohio	1 75
" 17,       "       "       "       J. W. Mackinnon, London, Ohio.....	3 50
" 21,       "       "       "       Ida M. Brown, Sidney, Ohio.....	50
Nov. 1,       "       "       "       Melissa Anderson, Harris Station, O.	25
" 16,       "       "       "       E. C. Hedrick, Bremen, Ohio.....	1 25
" 19,       "       "       "       Miss Alice Peters, Columbus, Ohio.....	12 00
" 23,       "       "       "       Laura Mefford, Bentonville, Ohio.....	2 50
" 23,       "       "       "       J. M. Mulford, Mechanicsburg, Ohio..	27 50

Total..... \$64 60

## EDUCATIONAL INTELLIGENCE.

—Western Reserve University has now nearly one thousand students in all departments.

—Marion County is moving in the matter of an exhibit at the Columbian Exposition.

—The next meeting of the Summit County Teachers' Association will be held at Akron, Dec. 10.

—The Tiffin Board of Education is about to let the contract for a new high school building, to be built of stone.

—The teachers of Knox county met in quarterly session at Mount Vernon, Nov. 19, with a good program.

—Vermont has abolished the district school system and has come into line by adopting the town or township system.

—Muskingum county is moving in the matter of the Columbian exhibit. The committee having charge met at Zanesville, Nov. 19.

—The thirty-eighth annual session of the Iowa State Teachers' Association will be held at Cedar Rapids, December 27, 28 and 29, 1892.

—The World's Educational Congress next summer will take the place of the annual meeting of the National Educational Association.

—The annual meeting of the Department of Superintendence, National Educational Association, will be held in Boston, Feb. 21, 22, 23, 1893.

—The quarterly meeting of the Fulton County Teachers' Association was held at Delta, November 19. There was a good attendance and a profitable time.

—The annual meeting of the North-Western Ohio Teachers' Association will be held at Tiffin in holiday week. Of the exact date and the program we are not informed.

—The teachers of Ashtabula county held a profitable meeting at Ashtabula, Nov. 19. Supts. McKean and McClelland were appointed to take charge of the Columbian exhibit of the county.

—The Richland county teachers' institute will be held at Shiloh, Dec. 26-30 inclusive. Dr. W. G. Williams, of Delaware, and Samuel Findley, of Akron, have been engaged as instructors.

—The third annual session of the Washington State Teachers' Association will be held at Tacoma Dec. 27, 28 and 29. A full program is provided for each of several sections, as well as for the general association.

—The publishers of *Education*, Boston, have established a "Teachers' International Reading Circle." It is designed to be a practical application of the University Extension idea to teachers, providing a course of professional reading and study by topic, question, and written work, under the direction of a secretary, covering a period of three years, with diploma on graduation. The address is 50 Bromfield Street, Boston.

—The Michigan Schoolmasters' Club held a meeting at Ann Arbor, Nov. 18. Dr. B. A. Hinsdale, University of Michigan, and Supt. H. W. Compton, Toledo, O., are two names on the program familiar to the readers of the MONTHLY.

—The teachers of Sandusky county held a meeting at Fremont, Nov. 12, with a good program, on which the following names appear: Miss Alice Stover, J. M. Stackhouse, M. M. Elliott, Hon. G. F. Aldrich, J. S. Wilhelm, F. M. Ginn, E. F. Warner. L. W. Morgan, Pres., W. A. Gosard, Sec.

—A committee, consisting of C. C. Lones, J. W. Moore and T. C. Roche, has issued a circular of information and suggestions concerning the preparation of Columbiana county's educational exhibit for the Columbian Exposition. The preliminary exhibit will be held at New Lisbon, January 13 and 14, 1893.

—The teachers of Mercer county held a meeting at Celina, Nov. 19. R. W. Mitchell, Miss Belle Alexander, Miss Ida Hedrick, T. W. Schimp, T. W. Sullivan, W. F. McDaniel, John C. Moran and Chas. Younger each had a part. Addresses were delivered by Commissioner Corson and Dr. W. O. Thompson.

—The first quarterly meeting of the Auglaize County Teachers' Association was held at St. Marys, Ohio, Oct. 29, 1892. There were 125 in attendance, showing that our teachers are wide awake and interested in the teacher's work. The subjects on the program were well discussed and many interesting points were brought out.

IDA G. DOUTÉ, Sec.

—The annual meeting of the Eastern Ohio Teachers' Association was held at Steubenville Friday and Saturday after Thanksgiving. The meetings of this Association have been characterized by large attendance and spirited and profitable papers and discussions, and the published program indicates that the meeting just held did not fall below the usual standard.

—The Nineteenth Semi-Annual Session of the City School Superintendents of Western Ohio will be held at Lima, Ohio, December 8, 9 and 10, 1892. A list of more than sixty topics, suggested by the members, has been printed, from which selections are to be made for informal discussion. The meetings of this body in the past have been very profitable.

—The latest government returns in England show that there are actually 175 certificated school masters in that country who receive less than fifty pounds per annum and no less than 2,261 of them, or 37 per cent, receive less than £75 per annum (i. e., less than 29s. per week), and of all the certificated assistant masters in England and Wales not 7 percent are paid as much as £150 per year (or 58s. per week). With the women things are still worse, for no less than 872 certificated assistant mistresses receive less than 16s. per week for their work, and the great majority of them, over 64 percent, receive salaries of less than 29s. per week. And yet School Boards and managers wonder that they cannot get boys and girls to become pupil teachers.

—An excellent course of study for the sub-district schools of Middleburgh township, Cuyahoga county, Ohio, has been prepared by Prof. E. S. Loomis, of Berea, the township superintendent, and adopted by the Board of Education. The course seems excellent, and we should like to learn from Prof. Loomis a little later, just how much of the course his teachers succeed in carrying into effect.

—The annual meeting of the Ohio School Examiners' Association will be held at Columbus Dec. 27 and 28. The discussions at the meetings of the examiners heretofore have been entirely informal, always animated, and very interesting. No other association of men connected with education in our State has had such influence upon legislative action. There should be a large attendance this year.

—The Guernsey county teachers' institute will be held in Cambridge, January 26 and 30, inclusive. Superintendents Arthur Powell, of Marion, and J. W. Zeller, of Findlay, will be the instructors. Hon. O. T. Corson will be present part of the time. The committee has secured excellent instructors and will make the very best arrangements possible for the accommodation of all who will attend. Let the teachers and friends of our schools determine to make this an occasion of much interest and profit.—*Ohio Teacher*.

—The annual meeting of the South-Eastern Ohio Teachers' Association was held at Athens, Nov. 25 and 26. The program contained, besides the address of welcome and response and the inaugural address, a paper on Discipline in Education, by T. C. Flanegin; The School and the State, by J. L. Jordan; Future of the Teacher's Profession, by Pres. J. M. Davis; Examinations, by Supt. J. B. Mohler; Country Schools, by Supt. F. S. Coultrap; Pedagogical Value of Play, by Pres. C. W. Super; and the Annual Address, by Pres. W. O. Thompson, Miami University.

—The Henry County Teachers' Association held its first quarterly session of this year at Holgate, Nov. 26. About 100 teachers and friends of education met and all participated in the informal discussions of the day. It seemed to be a profitable as well as an enjoyable day to all present.

The executive committee, superintendents and principals elected F. J. Beck, of Napoleon, and W. M. Ward, of Liberty Center, to act with the executive committee as judges of the county Columbian exhibit which is to be held Jan. 23, 1893. The number of manuscripts on any one branch was limited to six. Z.

—Columbus teachers seem to be particularly fortunate in the educational talent they can command for their various meetings. The Reading Circle has adopted for study White's "Pedagogy," and on Tuesday evening, Nov. 8th, the distinguished author of the work, Dr. E. E. White, addressed the Circle upon "The Trinity of Ends, and the Trinity of Principles." Notwithstanding the fact that the street car men had gone out that day on a strike, more than two hundred teachers were present, many of them having to walk many miles. But the lecture more than made up for any difficulties in reaching the hall.

—The North-Western Ohio Teachers' and Superintendents' Round Table held its second semi-annual session at Tiffin, Nov. 4 and 5. The program consisted of a well-selected list of practical questions, many of which were the subjects of vigorous discussion. The large number in attendance and the interest manifested throughout the session are strong testimonials of the value of the informal Round Table talk. The next meeting of the Association will be held at Fostoria. The following officers were elected: Pres., J. H. Snyder, Tiffin; Sec., Eugenia Bachman, Fostoria; Ex. Com., H. L. Frank, Fostoria; J. F. Kimerline, New Washington; J. W. Zeller, Findlay. E. B.

—According to the latest returns at hand, Boston expends annually for school purposes a larger sum than any one of twenty-seven of the States in the Union, including all the New England States but Massachusetts, and a larger gross amount than any other city except four;—namely, New York, Chicago, Philadelphia and Brooklyn. Even in comparison with these cities its expenditure for this purpose is the largest according to population. Philadelphia expends \$2.40 per capita; Brooklyn, \$2.95; New York, \$3.36; Chicago, \$4.00, and Boston, \$4.55. And yet it is true that Boston finds it impossible to build school-houses with sufficient celerity to accommodate the rapidly increasing numbers of her juvenile population.—*Common School Education*.

The following reports of institutes were in type for the issue of last September, but were held over for want of room, and they have since been overlooked. We ask pardon of all concerned:

—Supt. C. C. Miller, Prof. Byron King and Miss Lelia Patridge were the instructors at the Morgan county institute held at McConnelsville the week beginning Aug. 8. The enrollment almost reached two hundred, and the sessions were very interesting and profitable. On Friday afternoon, Commissioner Corson addressed the teachers, and Supt. Miller presented the diplomas to the graduates from the common schools, thirty-one in number. Supt. W. M. Wikoff, of McConnelsville, was elected president for the ensuing year.

—The Carroll county teachers' association held its regular annual meeting in Carrollton, beginning August 1st and continuing four weeks. It was one of the most successful and enthusiastic meetings ever held in the county. The first three weeks were devoted wholly to normal work under the instruction of W. H. Ray, G. E. Coleman, O. W. Kurtz, F. Donnicker, C. W. Reed and Miss Hattie Daniels. The music and elocution were conducted by Mrs. Excell Lynn, of Cleveland. F. V. Irish gave instruction in orthography and grammar the last week. The following officers were elected for the ensuing year: Pres., O. W. Kurtz; Vice Pres., Miss Carrie Campbell; Sec., C. H. Carlisle; Ex. Com., Profs. J. E. Finefrock and Geo. Hays. A SUBSCRIBER.

—The teachers' institute held in Chardon, the third week in August, is reported by those best informed as the best ever held in Geauga county. The attendance was large, the high school room being crowded at every session. One hundred and ninety teachers were enrolled from all parts of the county, and a number of prominent educators from

adjoining counties were present. The instructors were Supts. John E. Morris, of Alliance; F. M. Bullock, of New Castle, Pa.; and Prof. J. D. Luee, of Columbus. The officers elected were: Pres., H. S. Foote; Vice Pres., H. H. Cully; Ex. Com., J. W. Scott; Sec., Lulu B. Phinney. The next meeting will be held in Chardon, beginning August 14, 1893. S.

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## PERSONAL.

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—Supt. B. T. Jones, of Bellaire, keeps educational column in local paper well filled.

—Fulton county has secured the services of Supt. J. W. Knott for next summer's institute.

—Dr. John Wilson Simpson, the new President of Marietta College, will be inaugurated Dec. 8, 1892.

—Supt. J. J. Allison, formerly superintendent at Gallipolis, Ohio, now at Crown Point, Ind., is president of the Lake County (Ind.) Teachers' Association.

—The editor has an institute engagement at Mercer, Pa., for the week beginning Dec. 19, and another the following week, at Shiloh, Richland Co., Ohio.

—Ex-Superintendent L. W. Day has taken editorial charge of *Push*, a monthly journal for the Home, School, and Office, the first issue soon to appear. We wish Brother Day success in the new enterprise.

—Supt. E. M. Van Cleve, of Barnesville, has secured for himself a life assistant in the person of Miss Carrie E. Brown, of Springfield, Ohio. The engagement was happily ratified at Springfield, Nov. 2. The good wishes of the MONTHLY are extended.

—S. D. Sanor, of Youngstown, having been appointed by the Eastern Ohio and Western Pennsylvania Round Table to prepare for publication a report on current methods of teaching reading, has now going through the press a 32-page pamphlet on "Mistakes and Essentials in Methods of Teaching Reading." Four cents in stamps for postage sent to Mr. Sanor will secure a copy.

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## BOOKS.

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*The World and Its People.* Book V. Modern Europe. By Fanny E. Coe. Edited by Larkin Dunton, Head Master of the Boston Normal School. Published by Silver, Burdett & Co., Boston, New York, Chicago.

These are delightful word pictures of European scenery and life, with here and there some touches of history. The young reader gets first a bird's-eye view of the whole continent, then starting with England he visits the different countries, mingling with the people in the streets, markets and cafes. There is more profit in reading such a book with a map at hand, than in months of ordinary geographical study.



*Studies in American History.* By Mary Sheldon Barnes. Teacher's Manual. Published by D. C. Heath & Co., Boston.

The outlines, directions, references to sources of information, and plan of study, which constitute the main features of this little book, make it a very valuable aid to teachers of American history.

*American Mental Arithmetic.* By M. A. Bailey, A. M., Kansas State Normal School. Published by American Book Company, Cincinnati, New York, Chicago.

This neat little volume is designed as a drill-book in all the subjects usually included in written arithmetic. The examples for practice are copious and well chosen. The absence of arithmetical puzzles is noticeable. Such leading principles are presented and illustrated as tend to make the pupil an expert arithmetician.

*Word-Building.* Fifty Lessons, combining Latin, Greek, and Anglo-Saxon Roots, Prefixes and Suffixes, into about fifty-five hundred Common Derivative Words in English, with a Brief History of the English Language. By Brainerd Kellog and Alonzo Reed, authors of Higher Lessons in English, etc. Published by Effingham Maynard & Co., New York.

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*Quatrevingt—Treize.* By Victor Hugo. Adapted for Use in Schools by James Boiello, B. A., Senior French Master in Dulwich College. Published by Ginn & Co., Boston.

This is the fifth and last of Victor Hugo's romances which the editor undertook to place within the reach of English students of the French language.

*Sunshine Melodies.* A Recreation Song Book for Primary Schools, Kindergartens, and Private Classes. By N. L. Glover, Music Director in the Akron Public Schools, and Mrs. Malana Harris, Principal of Bowen School, Akron, Ohio. Published by Silver, Burdett & Co., New York, Boston, Chicago.

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*Manual of Physical Culture for Public Schools.* By Anton Leibold, Director of Physical Culture in the Public Schools of Columbus, Ohio, Journal-Gazette Press, Columbus.

The lessons and games, called by the author the "German American System," are well calculated to give strength and grace to the body and vigor to the mind.

### MAGAZINES.

*Scribner's* Christmas number is beautiful, and has a strong table of contents. It is unsurpassed in richness and variety of illustrations, the department of fiction is bright and happy in tone and full of refined sentiment, and there is a striking group of articles on certain phases of modern art that bring together some wonderful reproductions. Altogether; *Scribner* takes high rank in periodical literature.

In the *Forum* for December, President Eliot tells Wherein Popular Education has Failed, and Dr. Rice continues his report on our Public School System, paying his respects this time to the schools of St. Louis and Indianapolis, and expressing a decided preference for what he saw in the latter city. Other articles of more than ordinary interest follow.

The article by Mr. Gladstone in the October number of the *North American Review* on Home Rule, in reply to the article by the Duke of Argyll in the August number, awoke the liveliest interest on both sides of the Atlantic. These papers are followed in the *Review* for December by an exceedingly interesting statement by the Hon. Arthur James Balfour, late Secretary for Ireland, of the difficulties which Mr. Gladstone's administration is likely to encounter in dealing with the Home Rule question.

The chief attraction of the December number of the *Atlantic Monthly* is a collection of letters that James Russell Lowell addressed to W. J. Stillman, which are very delightful reading. Agnes Repplier's article on "Wit and Humor" is full of good things, and is written with the brightness and vivacity that Miss Repplier puts into everything that she does. A more serious contribution, Professor Andrew C. McLaughlin's article on "Mississippi and the Negro Question," discusses the manner in which Mississippi has undertaken to regulate the rights of negroes within her borders.

*The Century* for December falls into the current of the Christmas feeling with a number of features. First of all, it has a beautiful and appropriate special cover. In addition to this, there are five full-page engravings of pictures by American artists on religious themes, besides a frontispiece of a beautiful "Madonna and Child" by Dagnan-Bouveret, one of the choicest of the French artists, and a leader in the tendency to revive the Christian sentiment in art.

—THE OHIO—

# EDUCATIONAL MONTHLY

—AND—

## NATIONAL TEACHER.

JANUARY, 1892.

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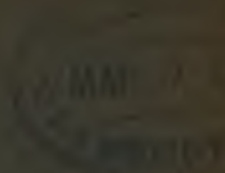
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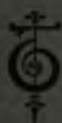
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